

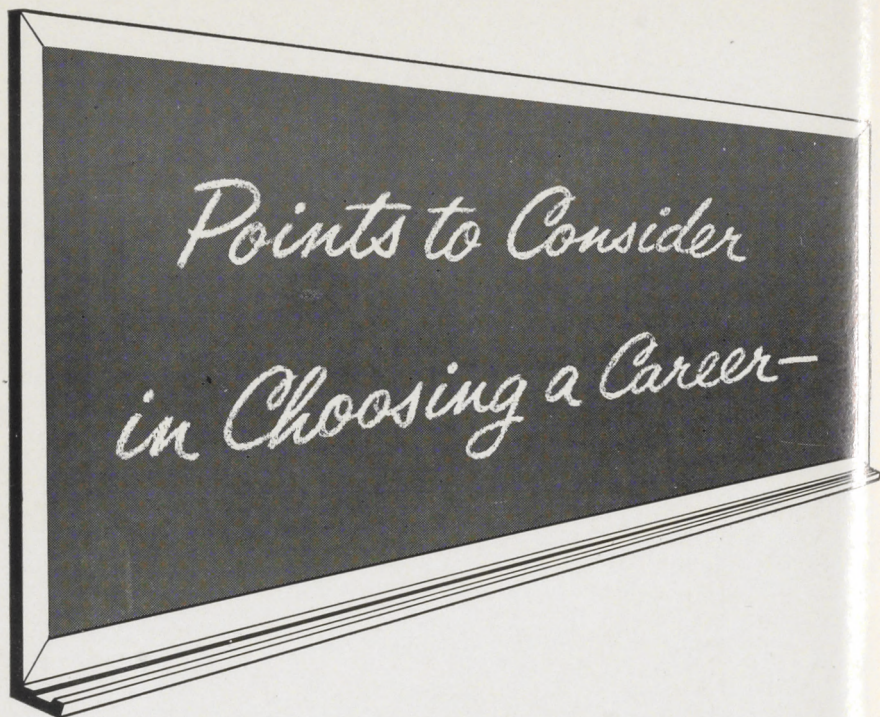
JUNE, 1956

the **ATA** magazine

OFFICIAL ORGAN OF THE
NATIONAL STATE TEACHERS' ASSOCIATION



VACATION DAYS



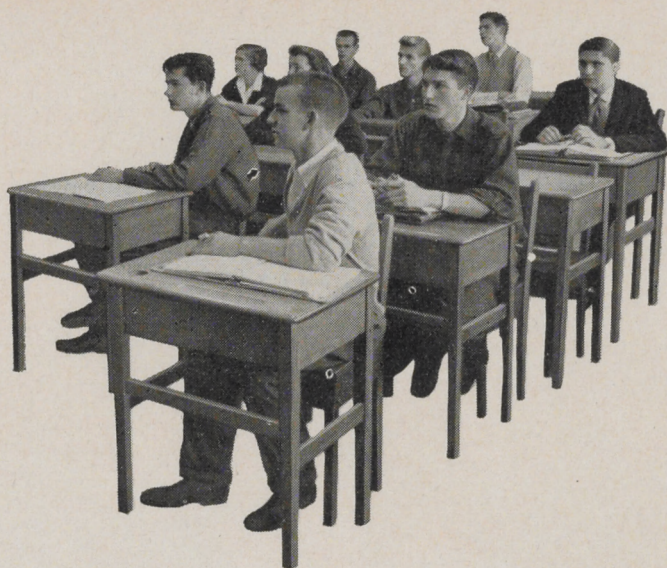
WHEN A YOUNG MAN SEEKS ADVICE in choosing a career he will often turn to you, the teacher, for counselling.

To help him make his choice you will advise him to consider these important factors, amongst others . . . opportunities for further education . . . the chance to get ahead in life . . . the prospects of a rewarding, respected career.

You may want to know more about the education, training and sound career opportunities the Canadian Army offers the young men today. Here, in brief, are some of the promising careers offered:

Career A — Regular Officer Training Plan

ROTP — The Regular Officer Training Plan — which applies to all three services for the production of officers — offers young men between 16 and 20 a college education at one of the Canadian Services Colleges or at any of 36 selected Canadian Universities or affiliated Colleges in all 10 provinces. The plan is financed by the Department of National Defence. Cadets are paid during their College term and the summer months when training on a full time basis. Provision is also made for the necessary expense incurred in College education — uniforms, food, lodgings, medical and dental care, tuition, books, instruments, etc. Those who qualify achieve the honour of the Queen's Commission and embark



on a rewarding and respected career as an officer. Applications must be submitted annually before 1st July.

Career B—Soldier Apprentice Plan

The Soldier Apprentice Plan offers young men of 16 balanced courses of military training, trades apprenticeship and schooling. Depending on interest and ability, complete courses are offered in 19 different trades. The Soldier Apprentice Plan provides a healthy, stimulating life under the steadying influence of careful supervision, and is the stepping stone to a fine future. Apprentices draw half pay while 16, full pay at 17. Minimum educational requirement, Grade 8.

Career C—Regular Army 3 Year Plan

Young men of 17 to 40 have the opportunity of joining the Canadian Army for 3 exciting years of travel and adventure. During this time they will lead a healthy, outdoor life, enjoy the comradeship of enthusiastic young men of their own age. They have the chance to learn discipline and the handling of men. The training they receive will provide them with new and useful skills and prepare them for the responsibilities they will meet in civilian life, or in their career in the Army if they choose to stay.

If you would like an Army vocational expert to address your class or school, or if you would like an interesting booklet on careers in the Canadian Army, please write

Army Headquarters, Directorate of Manning, Ottawa, Ontario.



Coke puts you at your sparkling best

You *taste* the difference . . .
even the bubbles taste better.

You *feel* the difference . . .
there's life, there's lift in Coke.



Free Booklet "Refreshment Through the Years"
Now Available to Schools . . . the exciting story
of Coca-Cola from beginning to present.

This booklet tells the interesting and informative story of the discovery, development and growth of Coca-Cola from its modest beginning to the world-wide popularity it enjoys today. It is the story of a need . . . of a search . . . of the growth of an industry in your community. It contains a wealth of information to help your students with their essay or project.

Write today for the number of free copies you need, to your local bottler of Coca-Cola, who also has a special events department ready to advise you of your refreshment needs for school dances, Home and School meetings, etc.

Also available at no cost . . . A 30 minute 16 mm. sound colour film "Refreshment Through The Years".

F. J. C. SEYMOUR, Editor

ERIC C. ANSLEY, Managing Editor

SPECIAL FEATURES

Quod Erat Demonstrandum	8
One Stage Property For Hamlet	11
Soviet Education	15
Carnegie Corporation Grants	18
Another First for Alberta	19
Amendments to The Teachers' Retirement Fund Act	22
ATA Group Insurance	34

Dr. Harold P. Fawcett

J. D. McFetridge

William Benton

Dr. G. M. Dunlop

Dr. H. T. Coutts

A. O. Aalborg

F. J. C. Seymour

REGULAR FEATURES

Editorial	4
President's Column	39
Letters to the Editor	40
News from our Locals	42
Secretary's Diary	47

OFFICIAL NOTICES

Retiring Teachers	7
Amendment Pension Refund Regulations	14
Refund Pension Contributions	14
ATA Fall Conventions	27
Convocation, May, 1956	29
Appendix to Salary Schedules	31
ATA Golf Tournament	40
Consultants, Banff ATA Conference	41

EXECUTIVE COUNCIL, ALBERTA TEACHERS' ASSOCIATION

H. J. M. Ross, 10918 - 63 Avenue, Edmonton, President; Inez K. Castleton, 2236 - 33 Avenue S.W., Calgary, Vice-President; G. S. Lakie, 730 - 20 Street S., Lethbridge, Past President; Eric C. Ansley, Barnett House, Edmonton, General Secretary-Treasurer; F. J. C. Seymour, Barnett House, Edmonton, Assistant General Secretary; W. Roy Eyres, Barnett House, Edmonton, Executive Assistant; F. M. Riddle, Brooks, Southeastern Alberta; R. B. McIntosh, Taber, Southwestern Alberta; Eva Jagoe, 1431 - 26 Street W., Calgary, Calgary City; R. L. McCall, Acme, Calgary District; M. W. McDonnell, Camrose, Central Eastern Alberta; D. A. Prescott, 4601 - 48 Avenue, Red Deer, Central Western Alberta; W. E. Kostash, 12127 - 89 Street, Edmonton, Edmonton City; R. F. Staples, Westlock, Edmonton District; N. J. Andruski, Athabasca, Northeastern Alberta; W. D. McGrath, Peace River, Northwestern Alberta.

Affiliated with the Canadian Teachers' Federation. Published on the fifteenth of each month except July and August. Subscriptions per annum: Members \$1.50, Non-members \$2.00, Single Copy 25c. Authorized as second-class mail.



Editorial

AD INFINITUM AD NAUSEUM

The Alberta School Trustees' Association, through the editorial columns of its journal, has been taking pot shots at Alberta teachers for negotiating agreements under the collective bargaining provisions of *The Alberta Labour Act*.

Curious conjecture

In one of the more recent issues, *The Alberta School Trustee* finds joy in the decision of the British Columbia Teachers' Federation to discontinue its affiliation with organized labour. In an interesting bit of jumping to wanted conclusions, the editorial takes this to mean that all will be honey and roses between the British Columbia trustees and teachers now that the teachers have cast affiliation with labour aside. If what we hear is true, nothing could be further from the truth.

Motive suspect

The Alberta School Trustees' Association makes no bones about disliking our rights to collective bargaining under *The Alberta Labour Act*. We are just as frank in maintaining that the Act is all that effectively guarantees our right to real collective bargaining. In the business of negotiating agreements, procedure is vital to both employees and employers. To argue that, because teachers have those rights is to imperil or destroy public relations between trustees and teachers, begs the question. It is editorial comment of this nature that makes us suspicious of the real intent of the ASTA in its attempt to have teachers specifically excluded from the Act.

Let's grow up

We are just naive enough to believe that boards and teachers can have honest differences in collective bargaining and can resolve them or have them resolved by the machinery of *The Alberta Labour Act* and still get along together. If they can't—someone needs to grow up.

Meanwhile, we'll take our chances on attaining professionalism while using collective bargaining. Any suggestions we have had from the Alberta School Trustees' Association so far for replacing our present procedures would impair the teachers' effectiveness at the bargaining table. And that's too high a price for public relations.

SALARY POLICY

Between now and September, as many as 1,000 Alberta teachers will resign from their present teaching posts and accept new positions in other districts, divisions, or counties. In the main, this mass shuffle is the result of teachers seeking posts offering more salary and better living and working conditions.

Cities have competition

Obviously, school boards which can offer higher salaries and better living and working conditions can compete more effectively in bidding for the services of teachers. Traditionally, cities have been able to pick and choose from a long list of applicants, and their rural cousins have had to be content to wait for the remainder. But there are indications that this sort of 'honeymoon' for the city school systems is over.

Divisions matching cities

The biggest attraction of the city systems to most career teachers is salary. Urban salary scales have been in the past higher in minimum and much higher in maximum. Too, annual increments have been generally larger, although a number of the larger cities have in practice discounted previous teaching experience. But the disparity has been decreasing steadily. A number of rural areas, particularly some of the more progressive school divisions, have matched and, in one case surpassed, the better city scales at minimum and at maximum for graduate teachers.

The element of 'break-through'

Scales like these don't just happen. They are the product of the interaction of aggressive thinking on the part of both boards and teachers. They indicate clearly that at least some school boards have adopted a long-range view of the problem of attracting and holding competent career teachers. Even more refreshing is the obvious inference that there are trustees who think that career teachers should be paid salaries on something close to a competitive basis with occupations calling for comparable qualifications and responsibilities. Cumulatively, the effect of such policy cannot help but encourage teachers to improve their qualifications and to up-grade consistently the quality of instruction in the classroom. In a time when there never was greater need for 'break-through' in our thinking of what constitutes adequate professional salaries for teachers, actions like this give new hope.

And 'break-through' is needed

There is the other side—murky, muddling, and consistently confused agreements which are obviously a sort of minimal compromise of teachers' requests and boards' initial offers; agreements which provide salary scales only slightly up from last year; scales, plainly not competitive, but rather vaguely hopeful that maybe they are about average and will be just about high enough to get a teacher. Neither board nor teacher should be very happy with them, nor can either shirk responsibility for their adoption.

The high school bonus

Probably the most unsatisfactory type of settlement is that which provides an additional bonus to high school teachers. The best studies available do not show that there is any definable degree of greater

difficulty in teaching any particular grade. Besides, if the subjective assumption is accepted, what, then, about the difficulty of teaching mathematics compared to social studies, English, or any other subject. Fundamentally, salary determined by qualifications and experience is the only effective objective method of paying teachers. Teachers, particularly, who accept high school differentials in salary agreements establish precedent they will rue, a caste system they will bewail, and negate the philosophical basis and flexibility provided by the single-type scale.

All or some

It doesn't take a mathematician to see the reason some school boards advocate and press for a high school bonus. The better single-type agreements effective next September will pay up to \$5,000 - \$5,600 for a degree teacher at maximum. Agreements providing high school differentials on the average pay not more than \$4,500 to a degree teacher teaching in elementary or junior high school and about \$4,800 - \$4,900 to a teacher with the same qualifications teaching high school. Not only do such agreements pay less—considerably less to elementary teachers—but they don't even match the single-type scales in maximum for the allegedly preferred high school teachers. Of course, the beauty of such settlements from the board's point of view is that they cost considerably less.

A merry-go-round ends nowhere

High school differentials are indefensible on objective grounds. To say that teaching high school is more difficult is subjective opinion; there is no research available to prove the assertion. Moreover, even the proponents of this bonus system must admit that, if a differential is to be applied, and as we have noted before, the question arises as to whether teaching mathematics is as heavy a load as teaching English, social studies, or a foreign language. Is a high school teacher doing a more valuable job for the community than an elementary teacher? These and a host of related questions describe the morass into which such a debate will sink.

Stand on principle

No. Teachers without exception can never expect to attain a competitive professional scale unless they hold adamantly to the concept that all levels of a school system have just as equal rights to the services of a competent, qualified teacher. The idea that anyone or about anyone can teach elementary school goes hand in hand with the view that a year or maybe less is enough to train a teacher. The idea that in elementary grades the teacher just has reading, writing, and arithmetic, is completely contrary to the view that there is just as much need for scientific teaching techniques, diagnostic and remedial procedures as there is in high school.

And be able to choose

A teacher is a teacher. From the outset, in his teacher education program, he elects in general the grade area in which he chooses to

teach. His contribution to society will be no less valuable in Grade I or Grade XII. His choice should not be pressured nor a system's flexibility constrained by high school bonuses.

Take a look

And teachers who are looking for new positions will do well to take a long, hard look at the policy and attitude towards teachers and teaching as expressed in the agreements under which they will work. There are some—although too few—school systems which want to attract and to hold good teachers in all their classrooms.

BON VOYAGE

Another year is over. Our thanks go to our contributors, and particularly to our readers, whose comment and criticism have uplifted us, or reminded us of things we did that we shouldn't have done and things that we should have done but didn't.

To those who lay down their chalk and pointer to begin the adventure of retirement—may God bless you and give you pleasure. To those who continue—happy holiday! See you again next September.

Notice to Retiring Teachers

The Board of Administrators, Teachers' Retirement Fund, wishes to remind all retiring teachers that pensions do not begin automatically and that it is necessary for them to make application. All teachers, who plan to retire as at **June 30, 1956**, are urged to contact the Board as soon as possible so that the granting of their pensions will not be delayed. Formal application for pension must be filed in the office **before September 1, 1956** (see 9[f]). Address all letters to Barnett House, 9929 - 103 Street, Edmonton.

Eric C. Ansley
Secretary-Treasurer
Board of Administrators

By-law No. 1 of 1948

9. (a) Any teacher who retires from teaching service upon or after attaining the age of sixty years, and who has completed not less than fifteen years of pensionable service, shall be paid a normal pension out of the Fund upon his written application to the Board.
- (f) Unless otherwise ordered by the Board, a pension shall commence on the first day of the month next following the receipt by the Board of the application unless salary as a teacher is then currently accruing to the applicant in which case it shall commence on the first day of the month next following cessation thereof; and shall accrue and be paid monthly in equal installments on the last day of each month.

Quod Erat Demonstrandum

HAROLD P. FAWCETT

IT HAPPENED in October, 1908, and it happened in a small school located in Middle Sackville, New Brunswick. It was there that I saw a "great light", just as powerful and just as transforming as was the great light seen by Paul when in ancient times he journeyed toward the City of Damascus. I was actually "converted", and I have since been everlastingly grateful to Miss Agnes Murphy, the new teacher, whose firm but sympathetic leadership produced such a remarkable change in the school to which each day I had been dragging my reluctant body. I was converted from a lad for whom school was genuine punishment to a student who recognized school as an inviting highway to learning. It was no ordinary light that produced such a remarkable change.

This little school, so important in the development of my limited potentialities, is located on the eastern edge of the Tantramar marshes which border the Bay of Fundy, and through which flows the Tantramar River. Miss Murphy, large in body but larger in spirit, talked with us about the famous tides of the Tantramar concerning which we knew, perhaps, even more than she did. Many times we had seen these powerful tides sweep over the dikes and flood the marshes with the turbid, muddy waters from the Bay. She led us from this familiar scene to the Valley of the Nile where the tides of a flooding river were indirectly responsible for the elementary geometric insights needed in establishing the boundaries of inundated lands. It was thus that I was introduced to demonstrative geometry, and in the isosceles triangle I see not only the Egyptian level but also the restless, swirling tides of the Tantramar. It

was in this fascinating domain that I saw the great light which converted me from a rebellious pupil into an exploring student. Had Miss Murphy been just another teacher, unsympathetic with the interests of young people, the light would perhaps never have burned. I am heavily indebted to her ability to talk the language of students, and the little girl who closed her recital of the twenty-third Psalm with these unforgettable words, "Surely good Miss Murphy will follow me all the days of my life, and I will dwell in the house of the Lord forever", spoke more accurately than she perhaps, realized.

Out of such a background I developed a lasting loyalty to the teacher who had awakened my intellectual life, and now I find that it is with considerable reluctance that I raise a question concerning the educational value of a practice to which she attached a large measure of value and which is still common in the teaching of demonstrative geometry. From Miss Murphy's viewpoint there was a sort of magic in the letters "QED". No proof was complete unless it closed with the symbol for *Quod erat demonstrandum* meaning, of course, that that "which was to be proved" had actually been proved. The use of this symbol at the end of a proof has long been discontinued, but that is a matter of trivial importance. The practice, however, of telling a student what he must prove in a given situation, a practice which made the use of QED rather natural, is not trivial, and it is this practice concerning which I have serious reservations.

During the last decade or so there has been an increasing emphasis on the importance of discovery in the teaching of

mathematics. Practically every methods book in this field has advised the potential teacher that he will reach his highest achievement if he develops effective methods by which he can guide his students to discovery. The heuristic method is recognized as a powerful means of promoting discovery, and laboratory practices are recommended. "Teach, don't tell" is the kind of advice which reflects this emphasis, but I am presumptuous enough to state clearly and flatly that usual procedures in the teaching of demonstrative geometry tend to violate this advice. The general proposition to be proved is stated for the student. A figure is drawn, the assumed data are given, and the student is told what to prove in terms of this specific diagram. Until recently complete proofs were in most cases included, and the question might well be raised as to what was left for the student to discover. Even in any so-called originals which might be assigned, the student is told just what he is to prove, and one might wonder why we deprive him of whatever satisfaction there may be in closing his proof with QED. There is some tendency in recent texts to omit complete proofs for certain theorems, and at least two intrepid authors have actually undertaken to develop texts in demonstrative geometry which are to some extent consistent with the well-recognized principle that guiding the student to discovery is important in learning. Stating the general theorem and telling the student what is to be proved tends to deprive him of valuable learning experiences, and from that standpoint alone the continuation of such practice can be seriously questioned.

An even more serious question, however, can be raised concerning the cumulative effect on a student who is faced with data day after day, either given or assumed, and told precisely what conclusion he must derive from these data or just what it is he must prove. Does not such a practice violate the very spirit of scientific method? Where in the world is this practice found except in the demonstrative geometry classroom and in

Dr. Fawcett was ATA guest speaker at the Calgary City Convention last February. He is a native of New Brunswick and a graduate of Mount Allison University. Dr. Fawcett is professor of education at Ohio State University and is currently chairman of the department of education.

countries where thought control is common? Do we wish to develop a generation of students skilled in the art of using data to prove what someone else tells them they must prove? Is that a desirable road to travel in man's continuing search for truth? Is there any respectable scientific investigator anywhere who will support the practice of making prejudgments or of determining in advance the conclusions to which inquiry must lead? Newspaper reports suggest that certain recent investigations in Washington were of this type, which may mean that the potential transfer inherent in the traditional practices of the demonstrative geometry classroom was in this case so effective that the report of the investigators could well have ended with the significant symbol QED.

We have in demonstrative geometry a splendid instrument for leading students into a growing understanding of the nature of man's never-ending search for truth, and during the last ten years there has been good, solid improvement in the degree to which this highly desirable outcome is being achieved. An examination of the process by which students are guided into an investigation of the validity of a proposition may lead to still further improvement in the achievement of this important objective. The following comparison between the present procedure and that proposed may be helpful:

Present procedure

- A statement of the general proposition
- A statement of the "given" or "hypothesis"
- A statement of what is to be proved or the conclusion

- The actual proof of the already accepted conclusion

Proposed procedure

Statement of general proposition will follow the proof.

- A statement of the "given data" or the "assumed data"
- A statement of the hypothesis or hypotheses suggested by these data
- The testing of each hypothesis leading to proof or disproof
- A statement of the general proposition

Regardless of procedure, a diagram is used, of course, whenever possible, and the data are expressed as usual in terms of this diagram. Between these procedures there are the following two major differences, each of which we will briefly consider—

- the use of the term "hypothesis" as a tentative proposition to be tested rather than as the given or assumed data
- deferring the statement of the general proposition until the tentative hypothesis has been tested for proof or disproof.

Although there are at least two recent outstanding exceptions, practically all geometry textbooks use the term "hypothesis" as synonymous with the given data and so define it. The author of a textbook, of course, has the privilege of defining this term in any way that, in his judgment, will best serve his purpose, but one might well question whether any healthy educational purpose is served when in Room 212 where demonstrative geometry is taught, "hypothesis" is defined as "the given data" while in Room 312, where science is taught, "hypothesis" is defined as a tentative generalization suggested by the available data which more careful investigation may either prove or disprove. Quoting from an earlier article¹ "it is in this latter sense that 'hypothesis' is most frequently used, and the meaning given to this term by the teacher of geometry is rarely

if ever found outside of that particular field". The process of formulating hypotheses in the study of any problem and of checking the validity of these hypotheses as a basis for still further study is a process of large importance in the search for truth. It is a process emphasized in the teaching of science, and it is a process to which the teaching of geometry can make a significant contribution. Why should we not use "hypothesis" in the sense that the scientist uses it and provide our students with experience which continually emphasizes the importance of this process? We now tell the students just what they must prove and precisely what conclusions must be secured from the given data. This is direct experience in proving or attempting to prove prejudgments and prejudgment is just another term for prejudice. Such experience deprives the student of the creative insights which are associated with his own search for truth and frequently encourages intellectual dishonesty. Girolamo Saccheri, for example, writing in 1733, would himself have recognized the great significance of his brilliant contribution, *Euclides ab Omni Naevo Vindicatus*, had he not been so blinded by his prejudgment or prejudice that Euclid must be "freed of every fleck". His erroneous belief that he had actually proved the parallel postulate is a good illustration of what can happen when one is under the compulsion of proving a predetermined conclusion.

It should be recognized also that the statements to be proved in the usual program always can be proved. At no time does the student have any experience in checking the validity of a statement that is not consistent with the given data. Is that desirable? Are we not losing a splendid opportunity to help him understand the process by which tentative judgments are validated or rejected? Is it not just as important to know how to disprove a hypothesis as it is to prove one? In a courageous and stimulating address entitled *Values and the Study of Mathematics*, delivered at the 1954 Christmas meeting of The National Council

(Continued on Page 38)

¹ Harold Fawcett, "Statement of a Hypothesis Concerning Proof", *California Journal of Secondary Education*, Vol. XVI (March, 1941) p. 180.

One Stage Property For Hamlet

A review of *A Temperate Dispute*

J. D. McFETRIDGE

THIS book is a printing of four lectures which Miss Neatby had prepared for various groups interested in education. In the Foreword, she lists two purposes for the publication of these lectures: first, that there are certain truths, "which must be repeated again and again in terms appropriate to certain circumstances", and second, that she is seeking to "clear away some of the rubbish which is always accumulating from careless thinking and writing". Having thus with modesty turned her reader in the direction in which he is to be transported in the subsequent pages, Miss Neatby shoulders her rubbish broom and sets out on the cleaning job with her reader in tow, throwing out the intriguing remark, "The concept of objective rational truth is not outmoded even in the age of relativity."

Any expectation the reader may have had at the prospect of meeting some "objective rational truth", is soon dispelled as the pages slip by. It is not long until Norbert Wiener's definition of Newtonian physics is brought forcefully to mind. Wiener states in his book, *I Was a Mathematician*, "Newtonian physics takes inaccurate observations, gives them an accuracy which does not exist, computes the results to which they should lead, and then eases off the precision of the results on the basis of the inaccuracy of the original data."¹ Perhaps a more succinct summary of Dr. Neatby's book would be difficult to find.

The book is marked by the constant re-appearance of two obsessions under which she seems to labour. She appears

fascinated by what she calls, "the professional educator", and like the elderly spinster in *Cranford*, who rolled the ball under the bed each night in order to ascertain if intruders were hidden there, Dr. Neatby returns again and again to the search for this bogeyman of education. The exact nature of this phenomenon is left largely to the reader's imagination, though she does tell us that he has an office in which the only books on display are a Canadian *Who's Who* and a telephone directory. We learn further that his home (which is well-appointed) has for visible printed material only a piece of music on the piano and "a few shabby books packed away in the cupboard in the basement". She makes it quite clear that his intellectual standards are far below those of the old-fashioned "educated" man, and that he avoids Aristotle's ideas simply because this ancient Greek is associated with logic. We are left to fill in the rest of this portrait for ourselves, as the author goes on to tell us that, thanks to the laxity of the general public, this professional educator (who in reality is only a technician skilled in the mechanics of estimating the light requirements per square foot of classroom floor space) has been given control not only of the administration of education but of the aims and purposes also. Dr. Neatby now calls up her second phenomenon to deal with the first. This second vagueness is defined as "the much wider body of educated people who are presumably better equipped to say what education should and can do for the individual", or again, "all educated people who should and could see to it that the burdens are not left exclusively to educa-

¹—*Newsweek*, March 5, 1956

tors". This nebulous group is advised to tell the professionals to "go and play" somewhere else. The continual interjection of these two ill-defined concepts into Miss Neatby's argument do little to create the "objective rational truth" which the reader has been promised. Whatever their intention throughout the book, they have the effect of driving the middle-ground teacher into the camp of the so-called progressivists.

Dr. Neatby goes to considerable effort to show that the professional educator lacks in education. As an example of this truth, she chooses the work of a "leading Canadian educator" who had published an article in *The Manitoba Teacher*, March-April issue, 1954, titled "So Little From One Mind". This educator turns out to be A. L. Doucette, who had listed ten points which stated his concept of what education is. At the conclusion of these ten points (which Miss Neatby neatly labels as "a new decalogue"), Dr. Doucette suggested that "we proceed according to Hegel's theory of history by finding a happy medium between the worship of tradition and a naive acceptance in education of fads, frills, and fancies".² On the basis of this statement, Dr. Neatby concludes that this educator does not know the difference between Aristotle's doctrine of the mean and Hegel's theory of history. She chooses to ignore Dr. Doucette's rather obvious reference to Hegel's theory of the negativity of thought which underlies the latter's theory of history. "The attribution of this famous Aristotelian cliché to Hegel is startling", Dr. Neatby states. On the rocks of such petty quibbling the author's fine vessel of "objective rational truth" soon founders, leaving the reader bobbing in the cold water of disillusionment.

In reading the book, one is struck by Dr. Neatby's continual reference to the mind as being something separate and apart from the rest of the learner's physical and emotional being. She refers to "the practice and continuous practice in logical thinking in various disciplines",

"feeding and training the mind", (emphasis mine), "enrichment and disciplining of the mind", "subject matter is intellectual discipline". The tenor of her remarks throughout the book seems to be that she feels that the learning process is purely mechanical in the sense that exercising a leg muscle is mechanical. This is rather startling as there can be no doubt that Dr. Neatby has studied the ancient Greeks in some detail, and has doubtless come across their idea of the psyche and its influence on all bodily things. In any case, she objects strenuously to providing any other motivation to a learner than the challenge of the mastery of facts. Her education outlook seems imbued with the old saw that one can lead a horse to water, but can't make him drink. Thus she reasons that the student who does not thirst for knowledge, or who has difficulty in drinking of it, should not be tolerated, but pushed aside. The alternative, says Miss Neatby, is "humane and cheery barbarism".

In pursuing this thought, Miss Neatby gets into deep water, for she moves on to the matter of promotion of students. She states, "the practice of promoting without reference to merit is becoming too common to be ignored",³ and she offers as proof of this statement two cases of unwarranted promotion which have been brought to her attention. In the December, 1955 issue of *The Alberta Journal of Educational Research*, S. C. T. Clarke reports on the promotion of students under the control of 3,133 teachers, and reports, page 33, "A finding of primary importance in this study is the emphasis which is placed by teachers on mastery of subject matter." From a statistical point of view, Dr. Neatby's statement would appear to be unreliable.

Again, in the matter of the difficulty of school courses, Miss Neatby states that education was once "—simple in theory and difficult in practice. We find it now—so easy in practice that there are few if any who cannot pass successfully and painlessly through it" (emphasis added). A study currently being conducted by

2—A Temperate Dispute, page 10

3—ibid. page 71

the University of Alberta and the Department of Education for Alberta would seem to offer evidence to the contrary. Of the 18,495 pupils who began Grade I in 1944, the "few if any" who did not pass through Grade XII amount to 14,895 pupils. Of the 3,600 who received high school diplomas, 1,420 received matriculation standing. These figures might tend to make Miss Neatby's "objective rational truth" look rather pale.

In the chapter titled "Is Teaching a Learned Profession?", Dr. Neatby returns to the point that teacher trainees are receiving too much "professional" training, which is displacing a broad general education for them. The highly specialized education courses, she states, pertain to the craftsman rather than the professional man. This, she says, compares unfavourably with the training given the medical student. She seems to be oblivious of the fact that much of the training that a medical doctor receives is technical training in the true sense of the word—training in setting bones, in suturing a wound, in removing an appendix, in doing a brain operation. The cool boldness and the dexterity of the craftsman are needed by the medical man, and his training recognizes this fact. Miss Neatby does not make it clear as to whether this aspect of training should be removed from the medical profession, although she has no doubt in this matter in the training of teachers. In seeking to prove that professional training in teacher education is useless, she pushes her argument to the point of casuistry. She sets up a hypothetical situation in which a person "A" has character, personal qualifications, mind, general education, and special academic preparation above reproach, but who lacks professional training in education. "B", on the other hand, is third-rate in all these matters and has just received a third-rating in an approved course of instruction in "professional" knowledge. Which one, asks Miss

Neatby, would the principal of a school hire? "He would take 'A'", Dr. Neatby confidently predicts, "and would trust the candidate to overcome his lack of 'professional' knowledge." The reader is curious to know who Dr. Neatby thinks would be chosen if both "A" and "B" were equal in everything but professional training. The reader's hope that Miss Neatby has not been confused by her own sophistry is dashed when she wistfully concludes that in any of the other learned professions, "although there might be hesitation and regret, the choice would necessarily fall on the professional". Argument on the premise of a biased example might be said to be lacking in both objectivity and rationality.

In the publication of this book Dr. Neatby has done little to win over the moderates in education. Unfounded statements and warped argument may well defeat the most ardent reformer, no matter how sincere he may be. There is evidence that there are a good number of people in primary and secondary education who are alarmed, as Dr. Neatby is, with our drift toward a type of education found in some states across the forty-ninth parallel. There is a certain amount of cruelty, and maybe a certain amount of logic, in the sobriquet "stanfordized shrinks" currently being used in some circles in reference to Alberta administrators who have trained in the United States. Certainly there are few in secondary education who would concur with an Alberta high school inspector recently quoted in *The Calgary Herald* as stating: "If we're going to accept all students, then we must teach them all, and the matriculation students must suffer."⁴

Nevertheless, Dr. Neatby will do little to invite adherents (if one may use the Aristotelian cliché) of the golden mean in education by such reasoning as she has used in *A Temperate Dispute*.

4—*The Calgary Herald*, March 13, 1956

Notice Regarding Amendment Pension Refund Regulations

A resolution passed at the 1955 Annual General Meeting asked that the refund regulation be amended so that teachers will receive **refunds of all contributions and interest, in excess of the contributions for the first two years of teaching service.** The resolution was reaffirmed at the 1956 Annual General Meeting, with the addition that there should be only one estreatment of contributions.

The Board of Administrators has agreed to forward the necessary amendment to the Lieutenant-Governor-in-Council for approval, to be effective **August 1, 1957.**

Teachers who have left teaching, or who leave teaching before August 1, 1957, have the alternative of making application for refund under the present regulation, or of waiting until August 1, 1957 and making application under the new regulation, if the time within which they are permitted to make application has not expired.

**Eric C. Ansley
Secretary-Treasurer
Board of Administrators**

Notice Regarding Refund Pension Contributions

According to a regulation of the Board of Administrators, effective since July 1, 1954, **refunds of contributions will not be paid until four months after August 31, or the date of the last contribution, whichever is the earlier.** This regulation is necessary for the following reasons.

1. All contributions must be received and posted before refund payment can be made.
2. This regulation protects the teachers who have resigned in June or July, with no intention of teaching the following year, but who change their plans and return to teaching within a few months. A teacher who accepts a refund of contributions, in whole or in part, relinquishes all accrued benefits in the Fund.
3. This regulation helps to avoid unnecessary cost in office administration.

Forms for application for refund will be supplied on request.

**Eric C. Ansley
Secretary-Treasurer
Board of Administrators**

More ominous than the hydrogen bomb?

Soviet Education

WILLIAM BENTON

A RECENT trip to the USSR has convinced me that education has become a main theatre of the cold war; that Russia's classrooms and libraries, her laboratories and teaching methods may threaten us more than her hydrogen bombs.

The key

For decades, the Soviet Union has had a long-range plan for ideological and economic world conquest. At the heart of this project is the schooling for export of scores of thousands of indoctrinated and capable technicians of all kinds. These people are being trained to develop the resources of countries outside the present Soviet orbit and to help convert the world to Communism.

Even more formidable is the spectacular example of mass-training for the Soviet Union's own domestic industrial needs. Bulganin recently announced that the production of trained specialists and experts in the current five-year plan would be 4,000,000—equal to that of the last two five-year plans put together.

The 10-year school

In less than 40 years, starting with a population at least 50 percent illiterate, the Soviets have built a seven-year primary school system rivaling our own in universality, with nearly 100 percent enrollment. Further, since World War II, the Soviet secondary school system has mushroomed amazingly. By 1960, the basic 10-year school is to be compulsory everywhere.

I was told that in spite of acute labour shortages, all children are to be kept in school from 7 to 17. In the 10-year school,

practically every Russian youngster is to be given the opportunity of an education comparable perhaps to completing two years at a top American college.

Further, the USSR has already surpassed us in both number and percentage of students enrolled above the secondary level.

The Communists from the earliest days gave up butter for guns, but they gave up meat for education.

Take heed

The figures I am quoting were given me by top Soviet school officials. They may exaggerate, but I suggest we would be wise to accept the figures literally. Americans have for years scoffed at Soviet claims—only to find out that Russia has outstripped all nations but our own in industrial production. If we are complacent about our educational efforts and system, if we allow ourselves to fall behind the Russians, we may find ourselves outwitted, outmanoeuvred, out-thought, and outbuilt throughout the world.

Rigid pattern

Russian youngsters go to school six days a week, 10 months a year. Discipline is strict, study hours are long, and the curriculum is demanding. For the first four years Soviet children concentrate on reading, writing, arithmetic, and Russian. In the last six years, more than 40 percent of their time goes to science and mathematics.

During these six years, they must take algebra, geometry, and trigonometry. Also compulsory are four or five years of physics, four years of chemistry, two

years of biology, a year of astronomy, a year of psychology, and six years of a foreign language.

My understanding is that there are no electives. Indeed, I was told that the first time the student has any choice of subjects, once he has chosen his field after the 10-year school, is as a graduate student at a university.

All they can absorb

The USSR in the last quarter century has applied the educational goals of the old élite to the new masses. They offer as much high-grade training to every child as his talents and abilities will absorb. They are seeking to steal the American dream—and in broad daylight.

Vocational colleges

Pro-Rector Vovchenko of the University of Moscow told me that above the 10-year schools there are now more than 2,000 "tekhnikums", a kind of vocational college. They give two-and-a-half and four-year courses to 2,500,000 students. They produce non-professional technicians who move into key supervisory and operating jobs in industry. There are even tekhnikums in such areas as music, art, medicine, and education.

Universities and institutes

Then there are the 800 institutions of higher Soviet education. Thirty-three of these are universities. The rest are the specialized institutes for doctors, engineers, lawyers, dentists, aeronautical experts, electrical specialists, agricultural experts, and the like. All universities and higher institutes provide five-year programs, except the teacher-education institutes, which are for four years. The total estimated enrolment in higher education is 1,825,000.

The University of Moscow, dominating the city with its gleaming 33-storey central tower dedicated to the sciences, enrolls 23,000 students and contains 1,900 laboratory rooms. This new building, completed in 1953, cost the equivalent of at least \$150,000,000—more than has been spent for the complete physical plant of most American universities.

Here work most of the 2,000 professors of the University of Moscow who teach students. Here, too, are the 500 scholars dedicated to research, from whom no teaching is expected. All must seek to make their own individual scientific contributions in the laboratories. Those who succeed receive the highly prized doctorate, which is a top or super degree for which we have no equivalent.

No teacher shortage

I realize that the very idea that the USSR can have an educational advantage over us is one which many of us emotionally resist. We don't want a push-button system in education like Russia's. But such a system can have advantages. For example, the 10-year schools don't have to compete with industry for physics teachers; the state trains the teachers and funnels them to the schools.

10 years ahead

The advantage of such central control which most interested me, because I am chairman of Encyclopaedia Britannica Films, was the extraordinary progress of the Russians in the use of educational motion pictures. The goal of a projector in every classroom has not yet been achieved in the USSR. But at present rates of progress the Soviets will achieve this a decade before the United States gets a projector into every school building.

Price of the system

The Soviet educational system has, of course, grave and indeed tragic weaknesses by our standards and goals. There is no academic freedom or tenure for teachers. No criticism of the regime or of the official dogma is permitted. Classroom discussion is not encouraged. Heavy emphasis is given to rote memorization of texts. Every advanced student must devote full time to his specialty except for 10 percent given to the study of dialectical materialism and Marxism-Leninism.

The student can't change his mind about his profession in mid-stream; he can't shift. Every graduate of a tekhn-

Mr. Benton, publisher of the *Encyclopaedia Britannica*, discussed this topic before the National Conference on Higher Education in the United States. This article is reprinted from the *NEA Journal* of May, 1956.

kum, institute, or university must work for three years on any assigned job in his specialty, under penalty of prosecution.

This, then, is the spectacle of the growth of Soviet education. This is the story of its explosively expanding output. By contrast, we in the United States have been talking about our own impending school crisis for years but doing little about it.

Too little and too late

In late January this year, Dr. Gallup found that 67 percent of all adults were in favour of federal aid for school construction, with only 24 percent opposed. I've wondered what the White House conferees who opposed federal aid for school construction may have been thinking of. If they had understood that the issue of national survival is literally tied up to an adequate educational plant, they should have favoured such aid 99 to one.

The difference between the administration's proposal of \$1,250,000,000 over five years on an equalization basis, and the Kelley bill for \$1,600,000,000 over four years on a flat-grant principle, is largely procedural; neither measure is likely to do more than chart a beginning on the problem. But any start seems better than long-standing paralysis.

Passage of one or the other of these bills is a task for leadership across the country. Support of such bills should be wholly bipartisan, with educators and business and labour leaders working to secure passage as promptly as possible.

Furthermore, as soon as this year's legislation is passed we must face up to the need for a new act designed to stimulate school building up to a rate of \$3,800,000,000 a year.

Two, top-level needs

Even though new school buildings—the main object of current educational legislation—are imperative, I believe two other requirements are even more urgent.

Scholarships and fellowships

A first priority is the establishment of scholarships and fellowships to be awarded on a competitive basis. You have heard many times that our industries and our defence establishments require at least 45,000 to 50,000 new engineers a year, and that Russia produced 63,000 engineering graduates last year in contrast to our 23,000.

There is also a scramble in this country for physicists, chemists, and mathematicians. These shortages have obscured the swelling demand for professional and technical experts in many other fields. At the rate we are growing, we can expect shortages of at least 22,000 physicians and 100,000 nurses by 1960. The need for dentists, architects, and psychologists has jumped, too, and we must not forget the liberal arts. The shortage of teachers, already serious, may become the most acute of all.

Soviet education free

From 80 to 90 percent of all students at the Soviet higher institutions have been on state scholarships, and, beginning this autumn, all education is to be free. Every Soviet student can now keep going upward in the Communist world at the state's expense so long as he can make the grades. Indeed, he is pushed, prodded, pressured, and enticed to reach the limit of his capacity for education.

Weighed against our practices, these policies give the Kremlin obvious advantages for developing and exploiting its manpower potential. While the Russians try to harness 100 percent of theirs, we waste much of ours, and most flagrantly.

Russia's "gold reserve"

In the light of today's emergency, the federal government should undertake im-

(Continued on Page 37)

Carnegie Corporation Grants

G. M. DUNLOP

ON May 22, the Carnegie Corporation of New York issued a press release announcing the award of \$50,000 to the University of Alberta in aid of educational research. The sum is to be utilized over the five-year period 1956-1961, for the extension of the research program in accordance with the terms of a budget approved jointly by the corporation and the university.

Program three years old

Three years ago, in response to a growing awareness of a need for educational research, a meeting of representatives of the University of Alberta, the Department of Education, the Alberta School Trustees' Association, the Alberta Teachers' Association, and The Alberta Federation of Home and School Associations Incorporated, formed the Alberta Advisory Committee on Educational Research to assist in the financing and stimulation of educational research in the province. Simultaneously, the Faculty of Education organized the Faculty Committee on Educational Research under the direction of Professor G. M. Dunlop. The responsibility of the latter committee is to conduct research and publish research findings. In 1955, *The Alberta Journal of Educational Research* commenced publication with Professor H. S. Baker as editor.

The University of Alberta is custodian of all funds for the research organization. It maintains a current account for current revenues and a capital account of which the interest alone is available for current use. It is hoped that capital account may increase to the point that it

cushions the organization against war or depression.

Nature of award

The award from the Carnegie Corporation is intended to enrich the program of the research organization. Its annual grants will be high in the first years of the project and gradually diminish as the strength of the organization increases. The funds will be used for research projects, research fellowships, library, publications, equipment and supplies, and staff. Of particular interest are the research fellowships which will be available commencing in the fall of 1956. The amount available for fellowships starts at \$5,500 in 1956 rising to \$8,000 in 1961. It is hoped that the fellowships will bring some of the more promising research workers of Alberta and Canada to the campus for graduate study.

Challenge

The Carnegie award is at once a recognition of the pioneer work which has been done in educational research and a challenge toward the improvement and extension of the research program. Credit must be given to the founders of the organization: Dr. Andrew Stewart, president of the University; Mr. C. M. Macleod, Q.C., chairman of the Board of Governors; Dr. W. H. Swift, deputy minister, Department of Education; Mr. R. Hennig and Mr. A. G. Andrews of the Alberta School Trustees' Association; Mr. Lars Olson and Mr. Eric C. Ansley of the Alberta Teachers' Association; Mrs. D. A. Hansen of The Alberta Federation of

(Continued on Page 41)

Kellogg's grant makes possible—

Another First for Alberta

H. T. COUTTS

WHEN the Canadian Education Association planned its five-year project in educational leadership in 1951, its aim was to enrich Canadian education, especially in the fields of administration and supervision. With financial assistance from the W. K. Kellogg Foundation and from provincial departments of education, the CEA has provided four successful short courses at the University of Alberta. In addition, it has stimulated and encouraged groups and individuals to experiment with new ideas and procedures. Canada-wide reports by inspectors and superintendents describe a variety of activities. These include leadership programs for principals, action research projects for teachers, regional conferences for superintendents and teacher educators. The result of these and other activities has been to help Canadian educators to understand their problems better. Educationists realize more than ever before that improved policies and practices in administration and supervision can effect improvement in educational opportunities for Canadian boys and girls.

Graduate program visualized

When the original submission was made to the W. K. Kellogg Foundation in 1951, it was hoped that, as an outcome of the project in educational leadership, facilities for graduate study of administration and supervision might be greatly expanded in the University of Alberta. In a sense, this was a challenge to the Faculty of Education. It examined itself rather critically and concluded that it could, with the help of its friends across Canada, offer a worthwhile graduate program in educational administration

and supervision. It seemed to have two advantages.

Alberta best choice

First, it had an organizational advantage. It was the first Faculty of Education in Canada to assume complete responsibility for teacher education. It already had a four-year B.Ed. program which, with all its limitations, had provided a balanced program of academic and professional preparation for teaching. It had an established program leading to the M.Ed. and Ph.D. degrees. The Faculty, moreover, had had extensive experience with larger units of administration, and had an active committee on educational research with an official publication, *The Alberta Journal of Educational Research*.

Second, it had the advantage of a large staff with varied resources. Of its 34 members, 16 had served as superintendents of schools. Two of them, Dr. R. S. MacArthur and Professor H. T. Sparby, had experience as assistant directors of the CEA-Kellogg Project. Many of them had, through the spring short courses, become acquainted with leaders in the educational life of Canada and with scores of inspectors, superintendents, and teachers. Through such association they had developed an appreciation of the total educational scene.

Cooperative submission to Kellogg Foundation

Encouraged by President Stewart, the Faculty of Education set out to plan the development of a more formal and systematic program of graduate study in administration and supervision than the short courses alone could give. The pro-

posals which was evolved and presented to the Kellogg Foundation in January, 1956 as the basis of a request for financial support was developed co-operatively. The Faculty relied heavily upon the experience and judgment of colleagues in the School of Graduate Studies, and of associates in the Department of Education, the Canadian Education Association, and the Canadian Association of School Superintendents and Inspectors. A committee of the staff developed a tentative plan which it then revised on the basis of thoughtful suggestions from many groups and individuals. In its final form the submission was endorsed by the executive of the CEA in November, 1955, and it agreed to associate itself with the University of Alberta in presenting the submission to the Foundation in Battle Creek.

On May 18, the W.K. Kellogg Foundation announced a grant of \$127,540 to the University of Alberta to assist in expanding its graduate program in educational administration and supervision to serve students from all parts of Canada. Over the next five years the Kellogg grant is to be complemented by aid from the University of Alberta and other sources. The terms of the agreement call for organization of the expanded program during 1956-57, with the first group of graduate students to be enrolled in September, 1957.

Three principles of program

The plan is based on three important principles. First, the project must be national rather than provincial in its program, staff, and students. Second, it must be both inter-organizational and inter-disciplinary. Finally, it must be practical, experimental, and based on field experience to round out its theoretical and academic foundations.

Inter-organizational cooperation suggests that we will need the goodwill and help of various organizations interested in the improvement of education: departments of education, the Canadian Education Association, the Canadian Association of School Superintendents and In-

spectors, the Canadian Teachers' Federation, the Canadian School Trustees' Association, the Canadian Home and School and Parent-Teacher Association, and other universities. Already the CEA-Kellogg Project has taught us the value of working together.

Inter-disciplinary cooperation is almost as important. The intramural study of administration and supervision must be broadened by other university disciplines and by experience in field service and research. Within the Faculty itself, administration will be vitalized by drawing on the assistance of specialists in child and educational psychology, philosophy, testing and measurement, research, elementary and secondary education. Similar advantages may be secured within the university by enlisting the aid of the new school of business administration, the law faculty, and of specialists in economics, political science, and sociology. Nor must we overlook the assistance of departmental experts on finance, curriculum, evaluation, and administration and guidance. This inter-disciplinary cooperation will enrich our efforts in field service and research as well as in intramural instruction.

Field experience and field service will be an important part of the proposed program. Administration and supervision are practical. It is proposed, therefore, to broaden the graduate program in this area to include field experiences such as internship training, participation in surveys, institutes, workshops, inservice training projects, observation, evaluation, and research. Provision has been made in the budget both for providing and for supervising such experiences.

Administration interpreted broadly

The program in administration and supervision will actually be an extension of that already offered in the Faculty of Education at the master's level. Students will be able to pursue it in four stages leading to a diploma in educational administration and supervision, a master of education degree, a specialist diploma, and a doctor of philosophy degree. The

term "administration" is to be interpreted very broadly—including studies in political science, law, business administration, and supervision as such. It will include also field studies and research. Students enrolled in any of the programs will naturally be required to meet the regulations of the School of Graduate Studies of the University of Alberta.

It is hoped that the continuation of the short course under CEA sponsorship and department of education support may provide the opportunity for candidates for the Ph.D. degree to participate. Indeed, we would hope that degree candidates might have some leadership function in the short course program.

Research program integral

Research is vital to the continued growth of our knowledge of administration and supervision. A body of research in relation to administration and supervision of Canadian schools is very much needed and long overdue. Research must be an integral part of our graduate program in administration and supervision. It should supply us with facts by which to clarify our thinking and should help us to reach conclusions based more solidly on experimental data.

First steps decided

As a first step, we are establishing a Division of Administration and Supervision to parallel our Divisions of Educational Psychology, Elementary Education, and Secondary Education. The chairman of the new division will direct the expanded program of educational administration and supervision. He must be a man trained and experienced in educational administration and supervision, have a wide knowledge of Canadian education, and a thorough acquaintance with Canadian educationists of the ten provinces. His responsibilities will include organization, planning, public relations, publicity, and liaison at the national level.

The director of the project is to be assisted, beginning in September, 1957,

Dr. Coutts is dean of the Faculty of Education of the University of Alberta. News of the grant from the W. K. Kellogg Foundation will be hailed by those who have worked for the type of graduate program described in the article.

by a permanent appointee from Britain. The program is to be enriched from time to time by authorities on various phases of administration and supervision. These will be drawn chiefly from Canadian and American universities. We hope that such a staff will preserve the Canada-wide viewpoint while recognizing the practices and contributions of Great Britain and the United States.

The students of education who enrol for the program must be superior young men and women. The budget provides financial assistance for a dozen or more. Assistantships in the amount of \$2000 to \$2400 are available beginning in September, 1957. In addition, there is some travel adjustment possible so that candidates coming from the more distant parts of Canada will not be at a disadvantage. Provision is made, too, for small sums to cover expenses incurred by candidates while engaged on field projects. But the success of the program may require that hiring authorities subsidize candidates to the extent of a part of their normal salary.

\$5,500,000 from Kellogg to universities

The W. K. Kellogg Foundation's grant to the University of Alberta is the first of its kind made to a Faculty of Education in any Canadian university. It is, however, part of an extensive contribution of \$2,393,642 to 29 universities. It brings to more than \$5,500,000 the Foundation's appropriations since 1951 for aid to the schools on this continent through improved preparation of school administrators.

Amendments to The Teachers' Retirement Fund Act

A. O. AALBORG

PRIOR to 1939, Alberta teachers did not enjoy a province-wide pension plan. School districts in the larger cities had taken steps before that time to provide retirement pensions for their teachers, but it was not until that year that all teachers throughout Alberta were included in a comprehensive pension scheme. This was made possible when the legislature during its regular session in 1939 enacted *The Teachers' Retirement Fund Act* which became effective on the first of April of that year.

Under this Act all teachers employed by public school districts and divisions, and separate school districts in the province, were required to contribute 3 percent of their salaries to the pension fund established under the Act, and teachers who retired at age 65 were awarded pensions of \$25 per month provided they had taught in the province for at least 20 years and were employed as teachers when the Act came into force. Disability allowances were also provided under certain circumstances. The government's contribution to the fund consisted of an amount equal to 50 percent of the cost of all pensions paid by the fund from month to month.

School boards did not contribute to the fund until July 1, 1941. An amendment to the Act in that year required the boards of all independent city, town, village, and consolidated districts not included in school divisions to contribute an amount equal to ½ percent of the salaries earned by their teachers, and it was not until April 1, 1945, after the Act had again been amended that school divisions were also required to contribute at this rate.

Between 1939 and 1948, the scale of

pension benefits provided by the by-laws under the Act was progressively increased to a maximum of \$40 per month for teachers who at age 65 had served at least 25 years in the province, but during this period there was a growing feeling among teachers, and on the part of school boards and the government, that these pensions were not adequate, and that a major revision and improvement of the original scheme was necessary.

By 1946, the Alberta Teachers' Association had come to regard an early improvement in the pension plan as one of its major objectives. After much thought and study the Executive Council of the Association developed and adopted a proposed new plan which combined an annuity purchased from teachers' contributions to the fund with a service pension to be paid by the government. It is interesting to recall that, in 1946, the Alberta Teachers' Association authorized its representatives when discussing the proposed new scheme with a committee of the provincial cabinet to request the government to pay a service pension of \$2 per month per year of service (and be prepared to settle for \$1 per month); and at the same time went on record as approving a contribution by teachers to the fund of 5 percent of salary for the purpose of purchasing the annuities contemplated by the plan.

The new plan was officially submitted to the executive council of the government by representatives of the Association in September of 1946. The cabinet undertook to consider the proposal, but suggested as an alternative that the Association might consider adopting the type of plan which was then being re-

The key to the pension problem is the kind and extent of the guarantee. This guarantee may be interpreted merely as a moral obligation upon future governments, and there is no guarantee that the present government can give with respect to commitments of future governments. Money in a fund, even if there is a deficit in the fund, is much more secure than any guarantee, especially one which will become effective many years from now. Watch the November issue for an ATA statement about *The Teachers' Retirement Fund Act* as now amended.

requested by provincial government employees to replace the civil service superannuation plan in effect at that time.

The new pension plan for the civil service was implemented by *The Public Service Pension Act* in 1947, and for the next year the whole matter of an improved pensions scheme for teachers was given further study, with the result that in 1948 *The Teachers' Retirement Fund Act* was amended to provide the scheme which has now been in effect since April 1 of that year.

Operation of the plan adopted in 1948

The bylaws under the new plan, which have been subject to numerous minor amendments since they were first adopted in 1948, provide normal retirement pensions and disability pensions, both based on average earnings and number of years of pensionable service between ages 30 and 65, determined in accordance with the rather complex terms and provisions of the bylaws. In the case of a male teacher, the normal pension payable from the fund is an annual amount equal to $1\frac{1}{2}$ percent of the average annual salary paid to the teacher for the five consecutive years of his pensionable service during which his salary was the highest (subject to certain adjustments) multiplied by the number of years of pensionable service to a maximum of 35 years; and in the case of female teachers, the pension shall be the actuarial equivalent of the normal pension for males. The bylaws also provide a modest scale of death benefits for dependents of teachers who die while in service.

Amendments to the Act in 1948 raised

the contributions of teachers to the fund from 3 percent to 4 percent of salary, provided for a contribution by the government on behalf of school boards at the rate of $3\frac{1}{2}$ percent of the salaries of all teachers participating in the fund, and retained a direct contribution by school boards of $\frac{1}{2}$ percent of the salaries of their teachers. In 1949, Mr. L. E. Coward of the firm of William M. Mercer Limited of Toronto, conducted an actuarial survey of the fund, and when he reported an unfunded liability of \$12,162,000 as at December 31, 1949, the Alberta Teachers' Association decided that the contributions of teachers to the fund should be increased from 4 to 5 percent. This change was authorized by an amendment to the Act in 1952 which set the rate of contribution by teachers at not less than 4 percent and not more than 7 percent. The new rate of 5 percent has been in effect since September 1, 1952. It should be noted that, after the new scheme provided by amendments to the Act in 1948 went into effect, teachers undertook voluntarily to contribute an additional fee to the Association in the amount of $\frac{1}{2}$ percent of their salary for the purpose of paying supplementary pensions to those who had retired before 1948.

Below is a summary of the main revenues and expenditures of the fund for each year that the fund has been in operation compiled from the official reports of the auditor.

From this summary the following significant conclusions may be drawn—

- Due to the rapid increase in the number of teachers participating in the plan and substantial improvement in

teachers' salaries, contributions by teachers, the government, and school boards have risen very sharply since 1948 and far beyond what might have reasonably been anticipated at that time.

Interest earnings of the fund during this period have been more than sufficient to pay all pensions and administrative costs.

Total pension payments are increasing at the rate of about \$50,000 per year, while interest earnings would appear to be increasing at a somewhat greater rate.

While it does not appear in the summary, it should also be noted that by August 31, 1955, the total assets of the fund had risen to \$13,708,166.17.

Efforts to improve the position of the fund

The unfunded liability reported by the actuary following the survey in 1949 continued, however, to cause anxiety, and in late 1953 and early 1954, a second survey was conducted by the same actuary. He reported that the unfunded liability had risen to \$16,534,000 as at December 31, 1953.

During the past seven years the operations of the fund have become a matter of increasing concern to both teachers and the Government for two main reasons—

Teachers were fearful that the unfunded liability reported by the actuary might ultimately bring about a situation in which the fund would not be able to meet all claims made upon it.

The government felt that it was not in the public interest to continue the prevailing heavy rate of contribution and thereby immobilize large sums of public money which would not actually be needed to pay pensions for a long period of years. Faced with ever-increasing expenditures of an urgent nature to provide for rapidly expanding services and public works programs, the government took the position that it could not readily justify allocating

millions of dollars of public revenue to a pension fund which anticipated no immediate or early use for sums of such magnitude. From a practical point of view it was felt that since the government is a continuing body a pay-as-you-go policy would be preferable.

In an effort to cope with the dual problem of eliminating the unfunded liability reported by the actuary while at the same time placing the government's contribution to the fund on a pay-as-you-go basis, several meetings have been held during the past two years between representatives of the government and the Alberta Teachers' Association. Various possibilities have been carefully explored and all concerned have devoted intensive and earnest study to these problems. As a result of these prolonged deliberations an agreement was finally reached with respect to certain amendments to *The Teachers' Retirement Fund Act* which were then submitted to the legislature and approved during the regular session this year. These amendments were contained in Bill No. 73 which will become Chapter 52 of the 1956 Statutes of Alberta. Some differences of opinion have subsequently arisen regarding the interpretation and application of the amendment whereby the government guarantees the payment of all benefits under the Act. It will, therefore, be necessary to conduct further discussions with a view to reconciling and settling these differences. The amendments to the Act this year provide for the following major changes effective April 1—

1. The government's rate of contribution with respect to pensions awarded on or before the first day of April, 1948, to equal the entire future cost of such pensions.
2. The government's rate of contribution in future and retroactive to the first day of April, 1948, with respect to pensions awarded under the Act after the first day of April, 1948, to equal:
 - (a) 50 percent of the cost of pensions for years of pensionable service during which pensioners

contributed to the fund, and
 (b) 100 percent of the cost of pensions for years of pensionable service during which pensioners did not contribute to the fund, provided, however, that any funds contributed by the government in excess of the amount calculated at this rate since April 1, 1948, together with past interest earnings thereon, as well as interest earnings in future, shall stand to the credit of the government and shall be drawn upon from time to time until entirely depleted by future government contributions with respect to all pensions awarded under the Act.

3. Contributions by school boards are discontinued; provided, however, that monies already contributed by school boards shall remain in the fund.
4. Removal of the 35-year limitation on contributions by teachers.
5. The government fully guarantees the payment of all benefits under the Act in the same manner as benefits under *The Public Service Pension Act* are guaranteed, provided that the rate of contribution to the fund by teachers is not reduced below 5 percent of salary.

These amendments also provide for the following minor changes effective April 1, which have been requested by the Alberta Teachers' Association—

1. A revised definition of salary as submitted by the Board of Administrators of the fund.
2. A provision whereby teacher-librarians would be included under the Act.
3. Investments to be made in accordance with the terms and provisions of the *Canadian and British Insurance Companies Act*.
4. A provision whereby school boards when remitting the contributions of teachers to the fund will be required to furnish full information regarding salaries of teachers to the Board of Administrators.

In addition to the changes contained in the amendments to the Act, the govern-

ment has also agreed to approve, effective September 1, 1956, the following changes in the bylaws under the Act to provide for increased benefits—

- the normal pension to be 1½ percent of average salary for service to September, 1952, and 1⅔ percent thereafter to a maximum of 35 years of service;
- "pensionable service" to be service between the ages of 30 and 68 to a maximum of 35 years.

Effect of these changes

In evaluating these changes in the Act and the contemplated changes in the bylaws, the following significant effects should be noted.

● The government's full guarantee of the payment of all benefits provided by the Act will reduce to negligible proportions the possibility that the fund will at some future time be unable to meet all claims made upon it. In other words, the threat that the weak actuarial position of the fund might ultimately result in the fund's becoming insolvent will for all practical purposes have been entirely removed.

● The government will not be required to make any further contributions to the fund for a considerable period. The monies already paid into the fund by the government since 1948 should be sufficient to meet all past commitments and all future commitments at the new rate of contribution for many years to come. Bearing in mind that eventualities may arise in the future which cannot be foreseen at the present time, it is impossible to estimate very accurately when the government's surplus contributions to the fund will become exhausted. On the basis of present trends, however, it would seem reasonable to assume that no further government contributions will be necessary for at least 12 years.

● During 1956-57, the new rate of contribution which the government has agreed to pay will bear about 75 percent of the cost of all pensions provided by the fund. Based on the experience of recent years, the total cost of pensions during the ensuing year will be in the neigh-

boardroom of \$400,000. Of this amount, the government will pay about \$300,000 and teachers' contributions will bear the remaining \$100,000. During the next 20 years, the percentage of pension costs borne by the government will gradually fall to about 50 percent by 1976 and level off at that rate, and 50 percent of the cost of pensions will then be borne by teachers' contributions and interest earnings of the fund. In 1956-57, at the present rate of contribution of 5 percent of salary, teachers will contribute at least \$1,500,000 to the fund and, even if we assume that this amount will not increase in the future, teachers will have contributed a further \$30,000,000 to the fund by 1976. Under these circumstances, there would appear to be no danger that the fund will encounter any difficulty whatsoever in meeting all of its obligations during the next 20 years. It is entirely probable that the assets of the

fund will continue to increase substantially during this time and for a further indefinite period.

- School boards which have contributed almost \$1,000,000 to the fund as at March 31 of this year are relieved of further contributions to the fund. This will result in savings which, while not of major importance, will nevertheless prove most welcome.

- Teachers will enjoy added security and increased benefits which are important factors in retaining well-qualified and efficient personnel in the teaching profession. Pensions will be calculated at an increased rate for all years of pensionable service after 1952, and teachers who at age 65 have not acquired the maximum of 35 years of pensionable service may add up to 3 more years if they choose to continue teaching beyond the normal retirement age of 65.

ATA Fall Conventions

Only ATA members should be registered

Fall conventions are professional meetings of members of the Alberta Teachers' Association. Each convention is organized and operated by one or more locals of the Association for the professional advancement of teachers. Arrangements have been made with the Department of Education, whereby two days are allowed for a convention, one-half day of which is set aside for local business meetings, and the remainder for discussion of professional topics of interest to teachers and for the improvement of instruction.

Section 372 of *The School Act, 1952* makes provision for the attendance of teachers, only, at such conventions.

Only teachers who are members, in good standing, of the Alberta Teachers' Association are eligible to attend fall conventions. This is interpreted to mean that registrations may be accepted only from those teachers who are members of the Association.

Association policy with regard to pro-

fessional meetings was clarified by the 1956 Annual General Meeting in the following resolution—

BE IT RESOLVED, that persons training under **The Emergency Teacher Training Act** be not invited to attend professional meetings of the Alberta Teachers' Association.

Complications have arisen in certain convention areas with respect to attendance of teachers employed in private schools and others who are not members of the Alberta Teachers' Association. The Executive Council suggests that all convention committees take steps to see that attendance at fall conventions is in accordance with the policy of the Association.

In brief, those attending Alberta Teachers' Association conventions should (a) be members of the Alberta Teachers' Association, and (b) have paid the convention fee or have been invited by the convention committee for a specific assignment.

*It Pays
to Shop at*

**EATON'S
OF CANADA**

**THROUGH THE
MAIL ORDER
CATALOGUES**

Convocation, May, 1956

University of Alberta

Students in the Faculty of Education, listed below, were granted the following degrees and diplomas at the University of Alberta Convocation held in Edmonton on May 17, 1956. The students were presented to Convocation by Professor H. T. Coutts, Dean of the Faculty of Education, with the exception of those receiving the degree of bachelor of education in physical education who were presented by Dr. Maury Van Vliet, Director of the School of Physical Education, and those receiving the degree of master of education who were presented by Professor O. J. Walker, Director of the School of Graduate Studies. Degrees were conferred by Dr. E. P. Scarlett, Chancellor of the University.

THE CLARENCE SANSON MEMORIAL GOLD MEDAL IN EDUCATION AND THE CLARENCE SANSON SCHOLARSHIP IN EDUCATION

Jean Ashmore Young, Athabasca

THE EDMONTON HOME ECONOMICS ASSOCIATION PRIZE IN EDUCATION

Doris Jean Bingay, Banff

FIRST CLASS STANDING

Fourth Year:

Anita Ruth Madill, Foremost
Jean Ashmore Young, Athabasca

*University of Alberta Honour Prize

ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION

Lois Lucille Alexander
Gertrude Alice Baker
Doris Jean Bingay
Mary Yvonne Boyle
Mary Pickett Brough
Mildred Ethel Neufeld-Clark
Agnes Dawn Davidson
Lois Elaine Deane
Olga Ann Doskoch
Agnes Joan Fisher, B.A.
Gladys Elaine Green, B.Sc. (H.Ec.)
Donna Joanne Hamly
Joyce Bernice Hastings
Glennie Delma Johnson
Lena Kachur
Laura Doreen Lancaster
Frances Katherine MacArthur
Anita Ruth Madill
Bessie Jane Mah
Rhoda Stuart Menzies, M.A.
Jean Ann Margaret Parcels
Lydia Claudia Paush
Inger Pedersen
Susan Bernhards Peters
Joyce Doreen Regehr
Irma Ritz
Thora Beatrice Rudy
Elsie Imogene Walker
Alice Elaine Webster
Barbara Margaret White
Roberta Mary Wilson
Jean Ashmore Young
Raymond Thomas Blacklock
Jack Cleveland Calkins
Albert V. Cameron
Harold Henry Cash
Dennis Gordon Ellerbeck
Walter Martin Goos
Phillip George Heath

Murray Jampolsky
Robert Vincent Kubicek
James Kristian Nielsen
George Porges, B.A.
James Charles Powell
Allan Elroy Schneider
Peter Smart
George William Ross Stephen
David Voth
Victor Joseph Winter
Harvey Wilfred Zingle
Leonard Alberta Zinyk
Ernest Gustauf Ferdinand Zutz

ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION AND GRANTED THE SENIOR DIPLOMA

Agnes Elizabeth Glover
Joyce Janet Howell, B.Sc. (H.Ec.)
Lucy Hryciuk
Marilynn Virginia Murphy
Norma Rosina Patterson
Frances Alice Sharp
Robert Stewart Anderson
Gerald Lloyd Berry, M.A.
Arthur Howard Elliott, B.Sc.
John Morrison, B.A.
John Semkuley
George Anson Taylor, B.A.
Robert Dale West

ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION IN INDUSTRIAL ARTS AND GRANTED THE SENIOR DIPLOMA

James Emmett Gallagher

ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION IN PHYSICAL EDUCATION AND GRANTED THE SENIOR DIPLOMA

Nola Patricia Crosman
Lorna Geraldine Daverne
Constance Marguerite Horeak
Rachel Milligan
James Taylor Gillfillan
Wolfgang Karbe
Orville Murray Wenstob

ADMITTED TO THE DEGREE OF MASTER OF EDUCATION

William Hendry Coull, B.Ed.
Harold James Hall, B.Ed.
Verner Richard Nyberg, B.Sc. (A), B.Ed.
Stephen Benjamin Peta, B.Ed.
Frederick William Powell, B.Ed.
Campbell Young, B.Ed.

AWARDED THE SENIOR DIPLOMA OF THE FACULTY OF EDUCATION

Shirley Ann Aldrich
Leona Evelyn Bozek
Helen Marion Bramley-Moore, B.Sc. (H.Ec.)
Florence Pauline Cerezke
Eleanor Joyce Chermeski, B.A.
Marion Clarke
Mary Elizabeth Colquhoun
Lilly Fandrich
Barbara Elizabeth Farmer
Dorothy Mae Frankish
Mary Beverley French
Marjorie Hawka
Dorothy Day Jonason
Elaine Marion Kelley
Gwendolyn Joan Koefoed
Helen Loewen
Frances Eleanor Losie
Patricia Joan Low
Mary Colleen Macdonald
Margaret Elizabeth McLaggan, B.Sc. (H.Ec.)
Audrey Joan Mallin
Lillian Margaret Munz
Hazel Murray
Gael Mary Quittenbaum
Anne Samograd
Mary Emma Schwarz
Dorothy Joan Shelene
Maureen Christina Shepherd
Margaret Anne Steele
Florence Adele Swensen, B.Sc.
Sister Catherine (Curtin), B.Sc.

Sister Marguerite (LaForce)
Margaret Ellen Tyler
Marjorie Underwood, B.A.
Hazel Esther Walker
Nancy Ruth Wilson
Paul Joseph Bourret
William Reginald Chapman
William Richard Duke, B.Sc.
Arthur Daniel Eeles
Arthur Haviland Elford
Jack Logan Ferguson
Donald Gary Fowler
Svend Aage Hansen
Donald Elmer Harris
Gene Carl Hartson
Eric George Hohn
Harry James Hohol
Maurice Conrad Landry
Horace Vernon Lowry
William Luka
John Cecil Murison
John Gilbert Alexander Paterson
Harold Gordon Ross
Frank Joseph Senger, B.Sc.
Ronald William Sheppard
Charles Ernest Stirling
Oliver Pearce Stonehocker
Thomas Edward Summers
William Lewis Thompson, M.A.
Herman Arnold Wallin
Walter John Wynnychuk
Michael Joseph Zacharko
George Henry Zieber
Stanley Zurek

University of Alberta EVENING CREDIT PROGRAM 1956-57

- Plans are being made to offer University courses at the following centres: Calgary, Camrose, Drumheller, Edmonton, Lethbridge, Medicine Hat, Red Deer, Vegreville.
- Advance registration will be required of all students. Registration forms must be filed with the Registrar, University of Alberta, Edmonton, not later than September 10, 1956. Students who fail to do this will not be admitted to classes.
- Evening Credit Program Announcement and registration forms will be available by mid-June. Apply for them now.

Address all communications to:

**The Director,
Evening Credit Program,
University of Alberta,
Edmonton, Alberta.**

Appendix to Salary Schedules

To assist teachers, school boards and other interested officials to define, interpret and apply terms which are commonly used in salary schedules, this revision of the Appendix to Salary Schedules has been drafted. The members of the revision committee were: Mrs. F. C. Butterworth, representing the Alberta School Trustees' Association; Dr. H. T. Coutts, representing the Faculty of Education; F. J. C. Seymour, representing the Alberta Teachers' Association; and D. R. Cameron, registrar of the Department of Education. The present form of the appendix, therefore, has been approved by the Alberta School Trustees' Association, the University of Alberta, the Alberta Teachers' Association, and the Department of Education.

The following table on years of teacher education is suggested as a basis for computing the salaries of teachers.

YEARS OF TEACHER EDUCATION FOR PURPOSES OF SALARY COMPUTATION

All certificates named hereunder are Alberta certificates.

The term "approved" when it relates to university courses or university degrees, means approved by the University of Alberta.

One Year of Teacher Education

One of the following:

1. Junior E Certificate
2. Elementary and Intermediate School Certificate
3. First Class Certificate
4. Second Class Certificate
5. Letter of Authority

Two Years of Teacher Education

One of the following:

- 1.* Standard E Certificate
- 2.* Standard S Certificate
3. Senior Elementary and Intermediate Certificate
4. Junior Certificate for High School
5. Elementary and Intermediate Certificate, or First Class Certificate, and one of:

(a) credit for one year in the Faculty of Arts and Science,
or

(b) credit for two years in 4-year B.Ed. program

6. Junior E Certificate, and credit for one year in the Faculty of Arts and Science

*Under the regulations governing the certification of teachers, the holder of a permanent First Class Teacher's Certificate may exchange this qualification, upon application, for a Standard E and a Standard S Certificate (with teaching privileges extended to Grade XII). Teachers who have made this exchange and who hold no additional approved courses are deemed to have completed one year of training.

Three Years of Teacher Education

One of the following:

1. Professional Certificate
2. High School Certificate
3. Elementary and Intermediate Certificate, or First Class Certificate, and one of:
(a) credit for two years in the Faculty of Arts and Science,
or
(b) credit for three years in the 4-year B.Ed. program
4. Junior E Certificate, and credit for two years in the Faculty of Arts and Science

Four Years of Teacher Education

1. An approved bachelor's degree, and a valid Alberta teacher's certificate,
or

2. An approved Bachelor of Education degree

Five Years of Teacher Education

1. An approved bachelor's degree, plus four approved graduate courses, and a valid Alberta teacher's certificate, or
2. An approved honours degree, and a valid Alberta teacher's certificate, or
3. Two approved bachelors' degrees, and a valid Alberta teacher's certificate

Six Years of Teacher Education

1. An approved bachelor's degree, plus eight approved graduate courses, and a valid Alberta teacher's certificate, or
2. An approved honours degree, plus four approved graduate courses, and a valid Alberta teacher's certificate, or
3. An approved master's degree, and a valid Alberta teacher's certificate

II—SUMMER SCHOOL COURSES IN ALBERTA

The summer sessions formerly conducted by the Department of Education and the University of Alberta were integrated in the summer of 1944 to form one summer session under the University of Alberta.

1. Department of Education summer school courses taken up to and including the summer of 1943 were of 960 minutes' duration (24 periods of 40 minutes each). The **maximum** number of courses possible in any summer was six. Thus a teacher who took six courses spent 96 hours in class. But the normal program involved not more than four courses or 64 hours; for purposes of computing years of training, therefore, four courses per summer for three years is considered the equivalent of one year of training, i.e., twelve courses for a total of 192 class hours.

Caution: The above definition refers to credits for salary increments and it does not necessarily define credits towards a degree.

2. Department of Education summer

courses taken before 1935 are not accepted or evaluated for degree purposes by the Faculty of Education.

III—SPECIAL CERTIFICATES

Junior and Senior Certificates

1. A Junior Certificate in one subject does not necessarily represent the same number of university class hours as a Junior Certificate in another subject. The number of class hours required to obtain the various types of certificates is outlined in the table below:

Junior Certificates

(Obtained in years up to and including 1943)

- | | |
|---|----|
| Bookkeeping, Typewriting, Shorthand | 2 |
| Music, Dramatics, Art, Physical Training | 4 |
| Home Economics and Industrial Arts (General Shop) | 18 |
2. The Senior Certificate in each case represents double the hours represented above, if obtained in 1943 or a previous year.
 3. Courses taken in 1944 and subsequent years normally represent 72 class hours each.

Recommendations

1. Difference of opinion prevails as to whether allowance should be made for the possession of a special certificate and the training involved in obtaining it, for example, in physical education or music, if the teacher is not engaged in teaching the subject concerned. Since there is doubtless general teaching value in almost all courses it is recommended that, unless specifically excluded by a salary schedule, allowance be made for all training and certification whether or not directly related to teaching.
2. Credit given to a course or courses cannot reasonably be expected to be enjoyed twice or duplicated in computing increments. A course or courses in dramatics, for example, may be counted towards a degree or towards a special certificate in drama.

tics, but it should not be counted for both purposes, in terms of salary increments.

IV—REQUESTS FOR REPORTS ON CERTIFICATION AND EVALUATIONS FOR DEGREE CREDITS

All requests for statements on certification and Alberta teaching service should be sent to the Registrar, Department of Education, Edmonton.

All requests for evaluations and statements on degree credits should be directed to the Dean of Education, University of Alberta, Edmonton.

Teachers are advised to ask for reports on professional standing and evaluations for degree credits, for purposes of salary computation, in advance of August 15. The university and the Department of Education in Edmonton have their busiest season in September and October when the new academic year is beginning; officials are unable to deal immediately with hundreds of requests for official documents while at the

same time carrying on their already greatly augmented daily duties. Similarly, the issuing authorities in other provinces and countries require time to make out intricate transcripts involving considerable research. A suggested deadline, therefore, for presentation of official documents by teachers to school boards is December 15, or, if a teacher is engaged during the year, about three months after the commencement of teaching duties. If a delayed adjustment must be made it is a simple matter to do this when the third or fourth cheque is issued.

V—EXCHANGE OF CERTIFICATES

For purposes of comparison, teachers and school officials may find the following schedule of certificate exchange helpful. The holder of a certificate or license issued under former regulations may, upon application to the Minister of Education, exchange it for a new certificate as indicated in this table.

Table of Certificate Ratings

Certificates named in former regulations

Temporary Licence
Junior Elementary and Intermediate School Certificate
*Second Class Certificate
Elementary and Intermediate School Certificate
Senior Elementary and Intermediate School Certificate
Junior Certificate for the High School
First Class Certificate

High School Certificate
Academic Certificate
First Class Certificate with Bachelor's Degree

Current equivalent certificates

Interim Junior E (Grades I-IX)
Interim Junior E (Grades I-IX)

Junior E (Grades I-IX)
Junior E (with teaching privileges extended to include Grade X)
Standard E (Grades I-IX)

Standard S (Grades IV-XI)

Standard E and Standard S (with teaching privileges extended to include Grade XII)
Professional (Grades I-XII)
Professional (Grades I-XII)
Professional (Grades I-XII)

*The holder of a Permanent Second Class Certificate may be granted a Junior E Certificate upon the completion of B.Ed. matriculation, or one summer session of approved courses, and if recommended by a superintendent of schools.

Changes in rates and premiums—

ATA Group Insurance

F. J. C. SEYMOUR

Insured teachers should read this

Local associations participating in the Alberta Teachers' Association Group Insurance Plan will receive notice of changes in hospital benefits and premium rates from the underwriter, the Occidental Life Insurance Company of California. Details of the changes are summarized in the accompanying notice.

The company has exercised its right under the terms of the master policy held in the name of the Alberta Teachers' Association to change either or both of the benefits provided and premiums charged. It has, however, done this only after discussion and approval of the changes by the Executive Council of the Association.

Excessive claims-premium loss ratio in the dependent classification has made an increase in that premium necessary. However, to offset this increase and to place the increased cost where it properly belongs, the dependent group has been divided into two classifications: member and one dependent, and member and two or more dependents. Formerly, all members carrying dependent insurance paid \$5.50 per month. The member and one dependent rate will be dropped from \$5.50 to \$4.50. The member and two or more dependents rate will increase from \$5.50 to \$7 per month.

Changeover to the new rate has been deferred to September 1, 1956 to coincide with the establishment of new payroll lists in school board offices.

Because, however, of the urgent need either to impose immediately the rate increase for dependents or to reduce benefits, it has been decided, as a "stop-

gap" measure, to reduce only for the period June 1, 1956 to August 31, 1956 the benefits payable for dependent children's hospitalization. This change is outlined in the notice.

The decision to change hospital benefits from a daily benefit plus additional hospital services to an all-inclusive rate has been forced by the action of Alberta hospitals which, on January 1, 1956, changed to an all-inclusive rate. This meant that hospitals no longer billed patients for daily ward rate plus additional amounts for hospital services. Consequently, the company can no longer determine exactly what the cost for hospital services has been in respect to each claimant and has had to establish an all-inclusive daily benefit in lieu of the former coverage.

The \$7.50 daily benefit which becomes effective September 1, 1956 replaces both the former \$5 daily benefit for 100 days and the \$2.50 daily benefit for an additional 120 days. It also replaces the amount formerly allowed for additional hospital charges. A survey of the claims files indicates clearly that the bulk of the claims are for periods of less than 30 days and in only a very few cases does hospitalization extend over the 100-day maximum provided. It is thought, consequently, that the new all-inclusive \$7.50 daily benefit for hospitalization will provide about the same coverage as was formerly provided.

The company has agreed to send new pamphlets outlining the coverage to all insured teachers and to circularize all school boards whose teachers belong to the plan.

Rate and Benefit Changes

ATA GROUP INSURANCE PLAN

Effective June 1, 1956 to August 31, 1956

HOSPITAL BENEFITS

ADULTS
\$6 per day

CHILDREN
\$5 per day

Note—This change replaces former coverage including the allowance for other hospital charges.

Effective September 1, 1956

HOSPITAL BENEFITS

**An all-inclusive daily hospital benefit of \$7.50
to a maximum of 100 days.**

Premium changes effective September 1, 1956

	New rate	Former rate
Member only	\$2.25 per month	\$2.25
Member and one dependent	4.50 per month	5.50
Member and two or more dependents	7.00 per month	5.50

CHECK-UP TIME!

Your projection equipment has had a busy year.
During the summer, have it checked and repaired, if necessary.
Also check your stock of projection lamps, belts, reels, oil, etc.

BOOK FILMS NOW!

To avoid disappointment, may we suggest that you make your film reservations now for use next fall.

Always ready to serve you

DIVISION OF VISUAL INSTRUCTION,
DEPARTMENT OF EXTENSION,
University of Alberta,
Edmonton, Alberta.

W. J. Gage and Company Limited announces

WORKING WITH WORDS AND IDEAS

a workbook to accompany

WORDS AND IDEAS BOOK 1

. . . . Ready for school opening this September

Approved for use in Alberta schools

Please order directly from your School Book Branch, Edmonton

Soviet Education

(Continued from Page 17)

Immediately a national competitive scholarship program beginning with as many as 10,000 scholarships annually, each covering four years of college. Further, this should be increased as rapidly as possible to a level of 100,000 scholarships a year. To these should be added 20,000 or more graduate fellowships. Trained manpower is our most important national resource. Bulganin called Russia's trained manpower his country's gold reserve.

Our high schools abound with talent worthy of such scholarships. Dael Wolfle, executive officer, American Association for the Advancement of Science, tells us that 150,000 pupils from each high school graduating class who could become average or better members of most of the specialized fields fail to go on to college.

For professors, salaries for presidents

The Soviets have made the life of science and research, of engineering and of scholarship, one of the best rewarded in the entire Union, in terms of salaries and prestige and of freedom from the harsh realities of Soviet life. The average professor in the USSR earns perhaps 10 times what an ordinary Russian worker gets. Outstanding professors earn the equivalent of the annual salary of an American industrial-corporation president.

New incentives for teachers

And this brings me to our second educational need. Without delay, and on a world scale, we must develop new incentives for teachers.

In the development of new and far bigger incentives for talented teachers, I fear we must again turn to the federal government for leadership. Some five or 10 years hence, several billion dollars annually will have to be found to add to teachers' salaries.

This program to stimulate our present teachers and to attract new ones should be launched at once on a scale into the hundreds of millions, allocated through

state departments of education to communities which undertake to attract and keep promising teachers.

Compress education

Finally, we need to re-examine our teaching methods and our institutional setups. We must begin now to cut down in many areas the waste in our system. While we raise teachers' salaries, can we lengthen the school year? And can we learn how to compress some of the years enroute to the doctoral degree by cutting down waste time?

Establish technical academies

Let us also study the creation of new kinds of institutions as they may be needed. A few months ago I suggested that our government create technical-assistance academies, equal in status to the United States Military, Naval, and Air Force Academies, to educate picked young men and women for service overseas as technical specialists. I emphasized that such academies—and I apply this to all technical or scientific education in our country—should have a curriculum with a strong infusion of the liberal arts, so that our young engineers and scientists can better serve their country overseas.

Adult education

One vast reservoir of talent consists of our entire present labour force, those whose education stopped when they left school. Can we not launch a national revival for citizen participation in education at all ages? I think we can, and this is a great challenge to our universities.

In conclusion, may I stress that our best overall opportunity for doing a better educational job than the USSR continues to lie in educating whole men. This must and will remain our goal rather than the Soviet prototype of the narrowly-trained specialist, technician, or functionary.

No cost too high

Many of you, I know, may question

whether the United States can afford the costly program I have advocated. But in this boom year of which some are boasting, let not the plea of poverty deprive our children of their future development in freedom and our nation of its destiny.

Quod Erat Demonstrandum

(Continued from Page 10)

cil of Teachers of Mathematics, Professor Howard Fehr of Teachers College, Columbia University, stated that "The student of mathematics rediscovers what his predecessors have created. He learns to ask meaningful questions, he makes hypotheses, and he subjects them to logical procedures for proof or disproof". Is he here describing the intellectual activities in the usual demonstrative geometry classroom, or is this a description of what such activities should be? In either case, let us so organize our teaching as to make our practices consistent with this inviting picture of mathematics education at its best.

If the preceding proposal concerning the use of the term "hypothesis" is to be translated into practice, the generalized statement of the proposition under investigation must be deferred until the tentative hypothesis suggested by the given or assumed data has been checked to determine whether or not it is a valid conclusion. Such a check may establish the validity of the hypothesis, or it may lead to its rejection. Once the hypothesis has been established the generalized proposition can then be stated and become a source of further hypotheses for investigation.

Under the guidance of skilful teachers I have seen this process bring vitality and meaning to the demonstrative geometry classroom. I have watched students as they eagerly investigated the relation of an inscribed angle to its corresponding arc, and I have recognized the rising tempo of excitement as the data seemed to suggest a reasonable hypothesis to be

tested in the crucible of deductive proof. This testing process involved a consideration of the usual cases leading to the more generalized situation, and the diagram in each case was a symbol for all such diagrams. The "inscribed angle with one side a diameter" was **any** such angle inscribed in **any** circle, and the limiting characteristics of the diagram in each of the other two cases were similarly recognized. This is reflected in the following generalized propositions, copied directly from the notebook of a student who stated them after he had checked the hypotheses under investigation.

Proposition XXXIV

If one side of an angle inscribed in any circle is a diameter of the circle, then the angle is equal in degrees to one-half the corresponding arc.

Proposition XL

If the centre of any circle is included in the sides of an angle inscribed in the circle, then the angle is equal in degrees to one-half the corresponding arc.

Proposition XLI

If the centre of any circle is excluded by an angle inscribed in the circle, then the angle is equal in degrees to one-half the corresponding arc.

Following the statement of these three propositions, the author of this notebook proceeds to say—

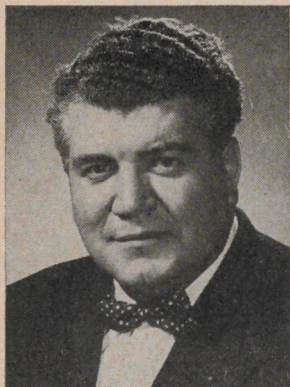
Now the three preceding propositions can be unified in the following general proposition—
Any angle inscribed in a circle is equal in degrees to one-half the corresponding arc.

Such a procedure really guides the student to discovery, and the intellectual glow resulting from such a process is just as powerful today as it was in the days of Archimedes.

I am resigned to the fact that this article will do little to change the teaching procedures of those who read it. Habits are not so easily modified. However, if but one reader is stimulated to analyze and evaluate his own practices in teaching demonstrative geometry, my great debt to Agnes Murphy will have been paid. *Quod erat investigandum.*

Reprinted from *The Mathematics Teacher*, January, 1956.

President's Column



A naval tactic much utilized in civilian life is the smoke screen. It is, of course, a strategic device to hide a vulnerable target and remove it from an embarrassing position. Proper examination of the teacher shortage is often fogged by the question: Are teachers professional personnel or trade unionists?

During the past year a series of public meetings has been organized by the citizens of this province to analyze and make recommendations concerning the teacher shortage. To relieve some of the pressures created by the conclusions reached in these meetings, the old bugbear of trade union or profession has been used by some to confuse the issue.

There are no definite criteria as to what constitutes a profession. It cannot be defined in terms of university or non-university education. One can, for example, become a professional engineer without attending university. Neither can it be defined in terms of professional fees as opposed to collective agreements. The doctors in Britain bargain with the government, and indeed many accepted professional groups are compelled to negotiate. On the other hand, master

craftsmen set their own fees and then negotiate with their employees.

Professional status is actually a measure of public regard and respect. When it is generally accepted that a certain function of society is important and that the skills required are complex and intellectual, then society regards that particular vocation as a profession. This does not happen overnight. It would be impossible to tell when, for example, the transition from the trade of barber to the profession of medicine took place.

The inference is, of course, that if we were a profession we would accept master and servant status, renounce negotiating, and accept what the master considers to be a fair remuneration. This is sheer nonsense; when one has legal work done, an operation performed, or architectural plans drawn, the client does not offer what he considers to be a proper fee.

It is quite obvious in a democratic society that education cannot be placed on a fee basis. In more ancient times, it was general for professional educationists to do this, but the modern world cannot function on the basis of only a few of its wealthier members having an education. Imagine the consternation and confusion created if there were a fixed payment for learning to read a grade four reader or solving quadratic equations!

It may be that there are inadequately educated teachers; it may be that we, like other professions, have incompetent members, but those difficulties arise from the shortage of teachers inhibiting the process of selectivity by school boards. Boards still exercise the right of staffing, and teachers are not imposed upon them as civil servants by a remote authority.

The medieval scholastic debate of professionalism versus unionism beclouds the critical need of providing professionally trained teachers for Canadian school children. All fronts of society are far more interested in staffing our schools with professional teachers than in smoke screening fumbling and inept teacher education and certification.



To the Editor:

Last summer I had the privilege of serving with one of a number of United Church Youth Caravan teams visiting in rural areas of Alberta. Each team of three young people conducted church vacation schools, organized youth rallies, and visited community homes on behalf of the church. It was a wonderful holiday as well as a real experience in service. The young people volunteered to serve for a minimum of one week during July or August, whenever holidays permitted. A weekend of special training was provided for the work ahead.

This is a summer experience that I would recommend to all young teachers, and I hope that some who read this letter will be interested sufficiently to contact me for further information.

Yours truly
BETH REID (Convener)
United Church Youth Caravans
11423 - 89 Street
Edmonton, Alberta.

ATA Golf Tournament

Do you think you can play golf?

A men's ATA golf tournament will be held at the Mayfair Golf and Country Club, Edmonton, on July 23, 1956.

The tournament has been approved by the Executive Council of the Alberta Teachers' Association and is under the direction of a committee with W. G. Montgomery as acting president, Eric C. Ansley, acting vice-president, and J. M. McCallum, acting secretary-treasurer. The entrance fee will be \$5 which will cover green fees, a dinner in the evening, and incidentals. A number of prizes will be offered and teeing-off time for 18 holes, with the Calloway handicap system, will be 10:30 a.m.

If you wish to enter this tournament, send your name to Joe McCallum, 10445-133 Street, Edmonton, by June 29, if possible, and not later than July 10. For this year, post-entries will be accepted, but it will help the committee if the approximate number of entries is known by the end of June.

YOUNG TEACHERS WANTED!

to go caravanning in rural areas of Alberta with United Church young people during the summer months — no remuneration, but a real experience in service.

For further information contact—

**Christian Education Office,
Alberta College, Edmonton.**

Henry Birks & Sons (Western) Ltd.

Jewellers and Silversmiths

School and Class Pins and Rings

Calgary

Edmonton

CATALOGUE ON REQUEST

Consultants, Banff ATA Conference

The eighth Banff Alberta Teachers' Association Conference will be held at the Banff School of Fine Arts, August 20-25, 1956.

Alberta Teachers' Association Organization

Frank J. Edwards

President, 1954-55

Alberta Teachers' Association

Edmonton, Alberta

Curriculum Making

A. George Bayly

Assistant Superintendent in charge

of Elementary Education

Edmonton Public School Board

Edmonton, Alberta

Educational Publicity and Public Relations

Dr. Stewart Harral

Director of Public Relations Studies

The University of Oklahoma

Norman, Oklahoma

Group Dynamics

Robert T. Weltzien

Acting Director

Department of Guidance Services

Seattle Public Schools

Seattle, Washington

Alberta Teachers' Association Publications

T. Peterson

Associate Professor

School of Journalism and

Communications

University of Illinois

Urbana, Illinois

Carnegie Corporation Grants

(Continued from Page 18)

Home and School Associations Incorporated; and Dr. H. E. Smith, former dean of the Faculty of Education.

The research organization is concerned with educational research in the elementary and secondary schools and at the university level. The Carnegie grant may be expected to stimulate and extend the present research program and increase the effectiveness of its publications. It is hoped that *The Alberta Journal of Educational Research* can be enlarged, and that it will be possible to publish a quarterly *Research Newsletter*, and the occasional research monograph. Professor H. T. Coutts, dean of the Faculty of Education, is of the opinion that the Carnegie grant will advance the cause of educational research in the province by ten years.

**SAY YOU SAW IT IN THE ATA
MAGAZINE!**

**FIELD, HYNDMAN, FIELD
and OWEN**

Barristers and Solicitors

Solicitors for the Alberta Teachers'
Association

516 McLeod Bldg.

Phone 48061

Edmonton, Alberta

**BUTCHART AND HOWE
OPTOMETRISTS**

Woodward Stores (Edmonton) Limited

Second Floor East

Telephone 40151

—and—

78 Shoppers' Park Westmount

Telephone 552868

**DELOITTE, PLENDER,
HASKINS & SELLS**

**Patriquin, Duncan, McClary,
McClary & Company**

CHARTERED ACCOUNTANTS

10130 - 101 Street, Edmonton

Telephone 48225

—South Edmonton Office—

10444 - 82 Avenue

Telephone 390853

NEWS *from* our Locals

Andrew Sublocal

The teachers of the sublocal held their regular meeting on May 11. The coming festival was discussed thoroughly following a report by Leo Kerchinsky. Guidance booklets purchased by the sublocal were distributed for inspection by the teachers. M. Topolnisky reported on the progress of salary negotiations and outlined some of the schedules completed in other divisions. Information sheets regarding proper fire drill procedures were handed out to the teachers.

Benalto Sublocal

At the sublocal meeting on May 16 in the Benalto School, arrangements were completed for the sublocal track meet and ball tournament on May 18 at the Benalto fairgrounds. Mrs. J. I. Church of Dickson was guest speaker, and her talk on the teachers' pension plan was interesting and informative.

Calgary Rural Sublocal

The final meeting of the sublocal for the year was held at the new Conrich School on May 24 and took the form of a potluck supper to which each member was invited to bring a guest. An inspection of the new building followed. President F. C. Toews presided at the business session, at which the teachers discussed the central trackmeet and the Banff Conference. The first meeting of the next school term will be held on September 27 at the Springbank School.

Calgary Suburban Local

The regular local meeting was held in the Manning Egleston auditorium on April 26, with Vice-president Mrs. N. Boos in the chair. Mrs. Boos gave a brief

report on the Annual General Meeting.

A \$200 scholarship for an education student who graduated from a junior high school in the district has been established by the local. The scholarship will be paid in two equal instalments, at the beginning of the first year and at the end of the second.

Chipman Sublocal

Harry Shavhook presided at the regular meeting held on May 11 at the Chipman School. Teachers were present from St. Michael, Ross Creek, and Silver Lake, and there was a 100 percent attendance of the Chipman staff. Special guests were Michael Cholak, chairman, and Marshal Woycenko, secretary-treasurer, of the Lamont School Division. Mr. Woycenko gave a detailed report on the proper way of filling out school register forms and spoke of the importance of having complete and accurate register returns in order to get a full school grant from the Department of Education. Mr. Cholak spoke on the county system and also reviewed the development of centralization in the Lamont School Division. His talk was well received.

Edgerton Sublocal

A meeting of the sublocal was held on April 26, at which nine teachers were present. J. Ronjom presided. The entire meeting was given over to the discussion of the annual track meet. The date agreed upon was May 25 and, if a postponement should be necessary, the meet will be held one week later, on June 1. Invitations were extended to Chauvin, Chauvin Separate, and Ribstone Schools. Arrangements considered in detail included a parade preceding the sports events, the organization of events and specific assignments to teachers, individual trophies and prizes, selection of participants, methods of scoring, and the awarding of the annual trophy to the winning school.

Edmonton Separate Local

The following new officers were elected at a recent meeting of the local: A. M. Arbeau, president; Marie Meyer, vice-

resident; Rita McGillivray, secretary; and Ed. Christie, treasurer. Councillors are Patricia McConway, N. Campbell, V. Diederichs, H. MacDonald, F. O'Dwyer, and P. Wacowich. Mr. Campbell is also chairman of the salary negotiating committee.

Evansburg-Wildwood Sublocal

The teachers of the sublocal were invited to the meeting of the Wildwood Home and School Association held in the school on May 8. Guest speaker was A. George Bayly, assistant superintendent of elementary education, Edmonton Public School Board, who spoke on the teaching of reading. By using a series of signs for the letters of the alphabet, Mr. Bayly was able to prove to the audience the value of teaching reading by modern methods. Proceeding from a reading vocabulary of a few words such as would be used in a pre-primer, he showed how the phonetic treatment would be developed gradually. In the sublocal business meeting which followed, the teachers discussed the track meet and salaries.

Grande Prairie Sublocal

Mrs. J. O'Brien reported on the Annual General Meeting of the Alberta Teachers' Association when the regular meeting of the sublocal was held on April 13 in the Grande Prairie High School. Discussion also took place regarding the teachers' pension fund.

Irma Sublocal

The sublocal's regular meeting was held on April 23 at the Irma School. The president announced that the spring rally would be held in the Denwood School, Wainwright, on May 26 and that a teachers' institute is to be held at Wainwright on May 9. The main topic of discussion was the games meet which will be organized in two groups. There will be races to include all grades up to five, if those participating are not playing ball. A definite date for the meet will be set in the near future. An interesting report on the Annual General Meeting was given by D. H. Gunn.

Calgary School Board Requires Teachers

Applications are now being received for the 1956-57 school year. Positions at every level will be available, including specialists in unit shop, commercial and physical education.

**Application forms may be
obtained from**

R. WARREN,
Superintendent of Schools,
c/o McDougall School,
Calgary, Alberta.

Accommodation for Summer School Students

UNITED CHURCH COLLEGE RESIDENCE

on the University Campus

49 single rooms 52 double rooms

Also board and room accommodation available for rural grade and high school touring groups, and others, during May and June.

Write today

**ST. STEPHEN'S COLLEGE
EDMONTON, ALBERTA**

Year Books

for

SCHOOLS
LARGE
AND
SMALL

We

Produce

All Types

of

Printing

•
**COMMERCIAL
PRINTERS LTD.**

EDMONTON



WORKING
WITH
CANADIANS
IN EVERY
WALK
OF LIFE
SINCE
1817

**BANK OF
MONTREAL**

Canada's First Bank

Medicine Hat Local

Thirteen teachers were in attendance at the regular monthly meeting of the local on April 21. S. McCormick presided in the absence of President W. R. Klinck. Letters approving the local's support of the continuance of University of Alberta evening classes in Medicine Hat were read from L. A. Walker, G. C. Patterson, A. T. Shand, and Dr. Cameron. G. Gebhard gave a report on the salary negotiating committee's meeting with the board on April 13, and J. E. Leismeister reported on the Annual General Meeting.

Olds Local

A large number of teachers were present at the regular meeting of the local in March, at which Basil Dean, publisher of *The Calgary Herald* spoke on the topic, "A Layman's View of Education".

The April meeting took the form of a banquet in the Didsbury High School auditorium. Nearly 150 teachers and friends sat down to a delicious meal prepared by the Home and School Association. Local artists provided a short entertainment, and Dr. H. E. Smith, retired dean of the Faculty of Education, gave an interesting after-dinner address.

Smoky Lake, Warspite, Waskatenau Sublocal

Teachers of the sublocal attended the institute held at Smoky Lake on April 12 and 13, at which Dr. G. L. Mowat and Dr. J. W. Chalmers were consultants. The main topic of discussion was an examination of the methods by which standards of English could be improved. Several interesting suggestions grew out of the discussions and included a greater emphasis on reading, the establishment of larger libraries, emphasis by teachers on correct English, and an examination of specific weaknesses in each class and appropriate stress on these phases of the subject by the teacher. Marshall Grandish reported on the Annual General Meeting, to which he was a delegate.

Spirit River-Rycroft Sublocal

Liability insurance and the divisional

track meet were discussed by the teachers at the regular meeting in Rycroft on May 16. It was decided to present a trophy to the top athlete in the sublocal area. Interesting reports were given by Sister Barton who spoke on Alberta Teachers' Association services such as the Banff Conference and the ATA Library, and by B. B. Russell who dealt with contracts, terminations, and dismissals.

Stony Plain Local

A regular meeting of the local was held on May 12 at which nine members were present. Nominations for the Banff Conference were invited from sublocal groups. It was moved that only one delegate, to the general course, be appointed to attend this year's Conference. President W. M. Bell reported on several important matters discussed at the Annual General Meeting including amendments to *The School Act, 1952* and to *The Teachers' Retirement Fund Act*. The local went on record as being opposed to any pupil insurance scheme being solicited through the divisional office and ultimately through the schools.

The final gathering of the local for this year took the form of a luncheon meeting on June 2. H. McCall, chairman of the salary negotiating committee, reported that there has been no further meeting with the board and the matter of salaries is not settled. There was some discussion regarding sublocal programs and how more successful meetings might be developed. During the year the Duffield Sublocal carried out a reading program which stimulated much teacher interest. Mrs. M. F. Harris was elected as delegate to the Banff Conference. C. A. Cromie was appointed to audit the local's accounts.

The attendance at all local meetings this year was satisfactory and cooperation from the members was instrumental in speeding up business proceedings.

Taber Local

The executive committee of the local met in Taber on May 1. Expense accounts of delegates who attended the Emergent

GRANDE PRAIRIE SCHOOL DISTRICT NO. 2357

requires teachers for Grades 5, 6, 7, and 8; vice-principal in Grades 4 to 6 Section; high school teachers, preferably qualified in guidance work or girls' physical education.

Basic salaries: elementary — \$2,350; intermediate — \$2,450; high school — \$2,550; degree — \$1,000; increments.

Please send applications stating qualifications to—

Miss Norine Sheehan

Secretary-Treasurer

Box 3328

Grande Prairie, Alberta

W. J. STEEL—Florist

Specialists in Fine Flowers and their Arrangement

Store: Elks Bldg., 116 - 7 Ave. W.

CALGARY

Store Ph. 22612

Night Ph. 30803

NEW AND REBUILT TYPEWRITERS AND ADDING MACHINES ALL MAKES

Repairs for all makes of machines

FRED JENKINS

Smith-Corona Dealer

10145 - 103 St.

Phone 21337

S. ALWYN BARTLETT

George A. Bartlett OPTOMETRISTS

116 - 8th Ave. East, Upstairs
CALGARY, ALBERTA

Phone 22684

General Meeting in Edmonton and the Annual General Meeting in Calgary were discussed. In view of the numerous activities planned for the remainder of the school term, it was decided that no further local meeting would be held. Plans were made, however, for the attendance of eight representatives at a meeting to discuss pension problems to be held in Lethbridge towards the end of May. The representatives were selected from different sections of the area so that they can contact other teachers of the division following the Lethbridge meeting. It was agreed that a meeting should be arranged early in the fall term to welcome new teachers and to deal with topics of concern to both old and new staff.

Vauxhall Sublocal

At the final meeting of the sublocal for this term, tribute was paid to C. D. Kelly, vice-principal of the Vauxhall School. Mr. Kelly is retiring in June after teaching in Alberta for 43 years. For the past nine years he has served as vice-principal at Vauxhall. For 21 years Mr. Kelly was principal at Mundare. The inspiration and guidance given by Mr. Kelly will live on through his many former pupils and the many teachers who have come to know and respect the high ideals

of teaching by which he has lived and taught. Teachers present represented the Vauxhall, L. B. Thompson, Enchant, and Hays Schools. H. B. Myers, R. B. McIntosh, and Miss S. MacLaine of Taber also attended.

Vulcan Local

The local had an interesting meeting on April 25 at Brant at which 37 teachers were present. F. Burchak, chairman of the conference committee, reported that the new salary schedule had been signed by the local school committee. The liability insurance policy of the County of Vulcan was found to be inadequate as far as protecting teachers in case of liability arising out of accidents either on the school premises or while supervising any school activity. The matter is to be brought to the attention of the school committee. E. Mildos gave a full and interesting report of the Annual General Meeting. A public relations committee consisting of Mrs. D. Edwards, chairman, Mrs. Ann Stebbing, and Bruce Palk was set up.

The May meeting of the local was held in the High School at Champion. Ralph McCall of Acme was the guest speaker and gave a comprehensive and enlightening talk on pension problems and the teachers' retirement fund. His address was followed by a question period. Marjorie Reath was elected as the local delegate to the Banff Conference.

WRITE FOR CHILDREN — Learn to write and sell children's stories, articles, and verses. Air-mail training by ex-children's magazine editor established as a literary tutor in 1938. Free booklet.

CHILDREN'S FEATURES (ATM),
83 Bridge Street, Manchester 3, England

LACOMBE SCHOOL DIVISION

requires teachers at the Junior High and High School level, also specialists for Grade One.

Salary range from \$2,200 to \$6,650.

Address applications to —

ED. TODD

Secretary-Treasurer

Lacombe School Division No. 56

Lacombe, Alberta

**SAY YOU SAW IT IN THE ATA
MAGAZINE!**

for your

SCHOOL YEAR-BOOK ★

consult

McDermid Studios Ltd.

10024 101 STREET TELEPHONE 26777



PHOTOGRAPHY. ART & ENGRAVING

Secretary's Diary

Western Conference of Teacher Educators

This year's conference was held in Vancouver, British Columbia, May 17, 18, and 19. The Alberta representatives were: S. A. Earl, W. E. Frame, B. Y. Card, A. L. Doucette, S. A. Lindstedt, J. G. Woodsworth, H. J. M. Ross, and Eric C. Ansley.

Each province was given one session in which to outline its system of teacher education, with particular reference to entrance requirements, certification, and the integration of faculties of education, teachers' colleges, and normal schools. In brief, British Columbia and Alberta now have all teacher education under a faculty of education in the university. Saskatchewan has a college of education in the university and teachers' colleges at other centres. Manitoba still has a college of education for high school teachers and normal schools for elementary teachers.

I do not think any province has solved the problems of how to integrate professional education for elementary and secondary teachers and how to provide for adequate observation and practice teaching. Alberta and Manitoba still have the problem of low standards for entrance to teacher education programs and "emergency" programs. Perhaps the main problem is to persuade one of the governments to establish two years of teacher education for minimum certification before allowing a teacher to practice. It was generally agreed that there should be more emphasis placed on the retention of teachers and high school students than on the so-called recruitment campaigns.

Meetings

The following meetings have been held during the last month — Faculty of Education Council, May 8; Board of Teacher Education and Certification, May 29; Faculty Committee on Educational Research, May 30; CEA-Kellogg Provincial Advisory Committee, June 4; Advisory Committee, Leadership Course for Principals, June 11; and Board of Administrators, Teachers' Retirement Fund, June 11.

The Scholarship and Loan Committee of the Alberta Teachers' Association met on May 31 and awarded five scholarships and approved one loan.

The Executive Council of the Association met on June 1 and 2 with all members present. The executive dealt with resolutions passed

by the Annual General Meeting, reports of the Banff ATA Conference, fall conventions, salary negotiations, and the Finance Committee, amendments to local constitutions, and appointments to committees.

Canadian School Trustees' Association Brief

I have received a copy of a brief prepared by the Canadian School Trustees' Association for presentation to Prime Minister St. Laurent. A note on the cover says—"Unfortunately the Prime Minister refused to hear the delegation appointed to present the Brief. The Canadian School Trustees' Association has therefore decided to publish this Brief in the interests of Canadian education."

Teachers who have been dismissed

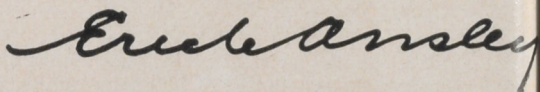
Please contact the office at once if you have received notice of termination of contract or a request to resign. Please write immediately if you have been notified that your contract is terminated under the probationary period clause.

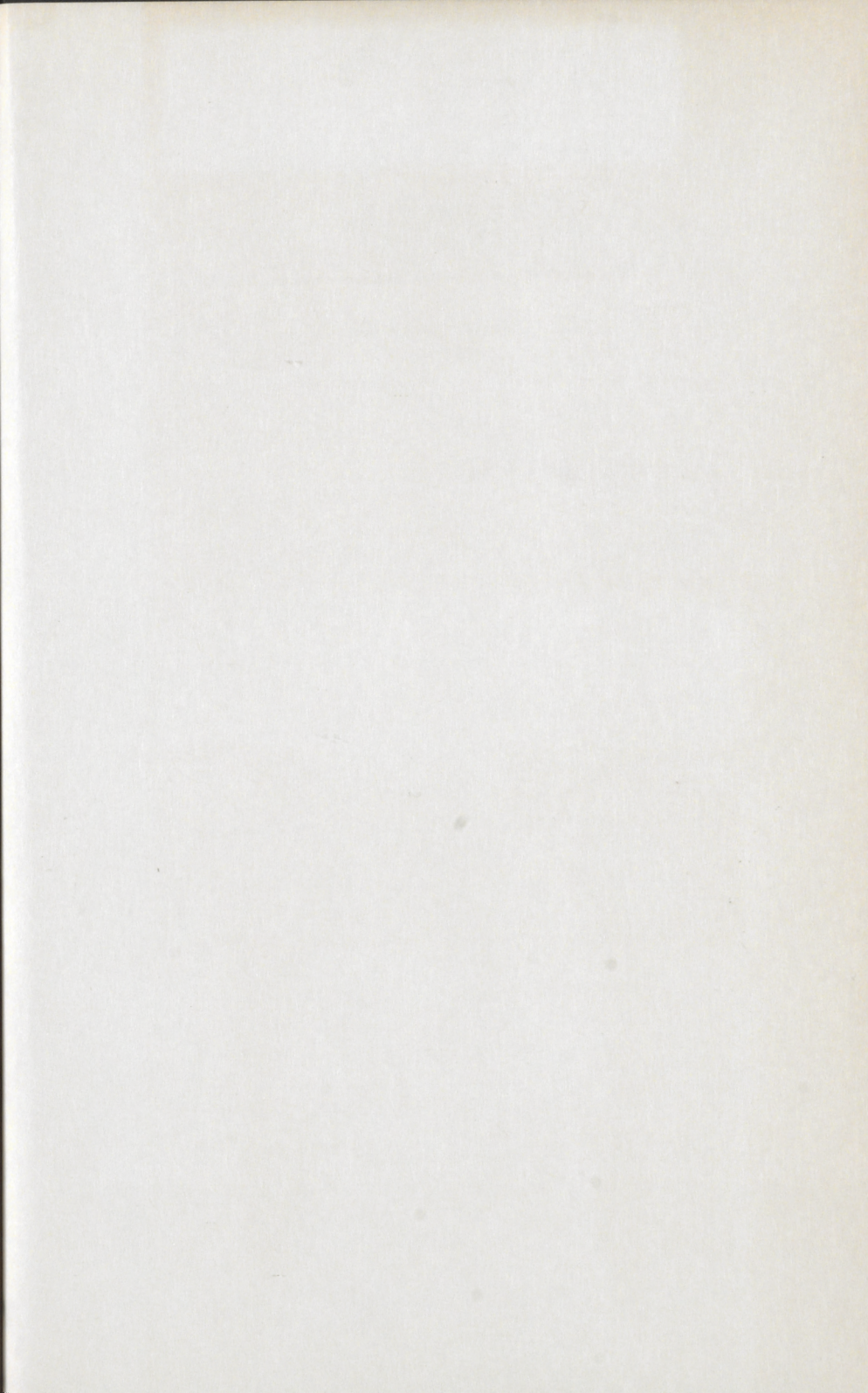
Men's Golf Tournament

The Alberta Teachers' Association is sponsoring its first golf tournament—a one-day tournament for men to be held in Edmonton at the Mayfair Golf and Country Club on July 23, which is during the summer school period and immediately after examination marking. The Mayfair Golf and Country Club is considered to be one of Alberta's better golf courses. After the banquet in the evening, a business meeting will be held to discuss future plans. The tournament is self-supporting and is not being subsidized by the Association. If this year's tournament is successful, it will likely become an annual event.

To the teachers who are retiring this June—I want to take this opportunity, through the secretary's diary, to wish teachers who are retiring this June many years of good health in which to enjoy their well-deserved leisure. I hope your interest in the Association will continue. If there is any way in which we can be of assistance to you, please write. Also, *The ATA Magazine* is sent to all life members, and it will be appreciated if you will let me know if it does not arrive regularly.

To the teachers who will be reporting for duty in September — a pleasant vacation, and/or success at summer school.





L 11 A33 V-36 1955/1956 C-2
THE A T A MAGAZINE

PERIODICAL P4 39666725 EDUC PR



000036464451

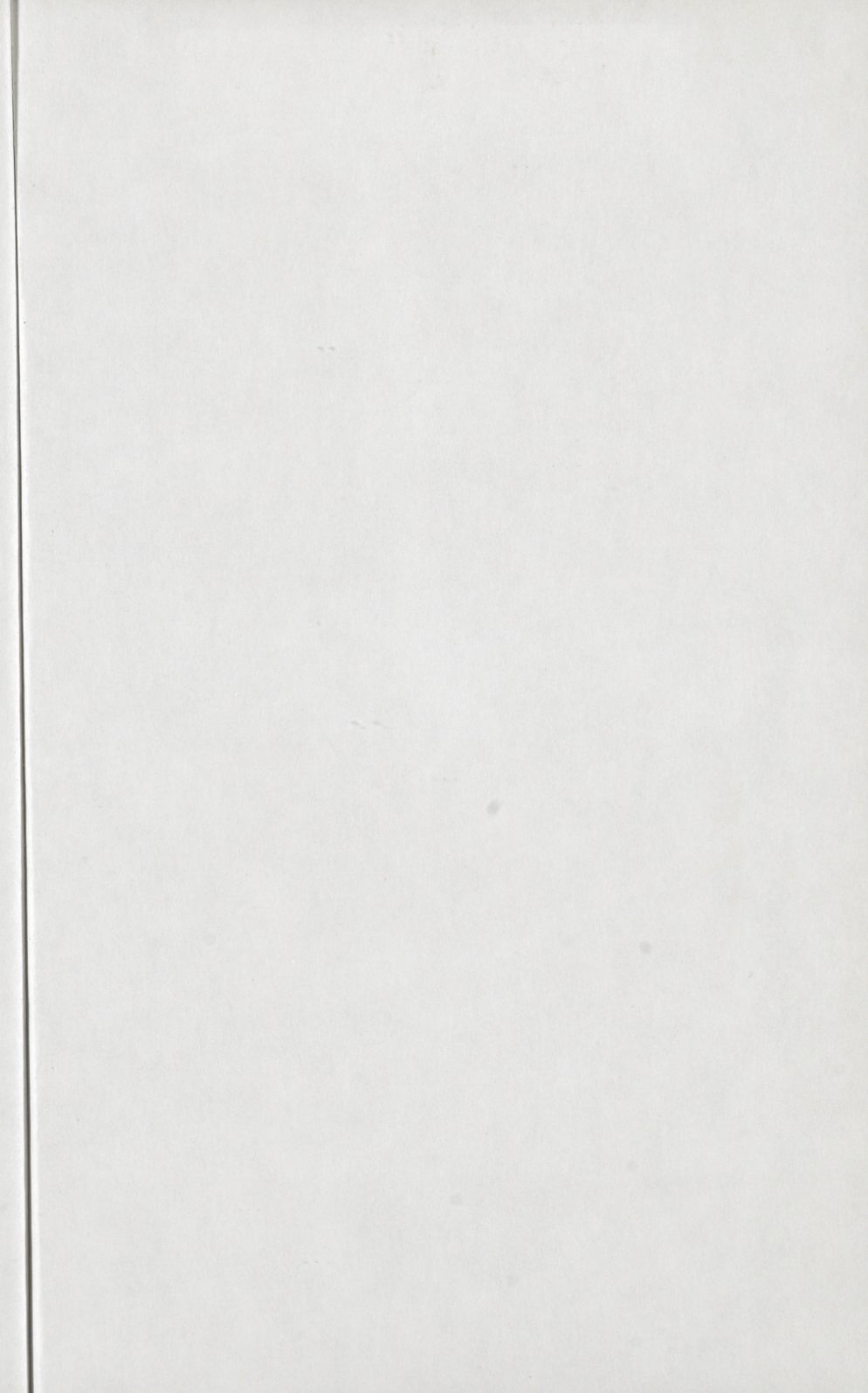
BARD

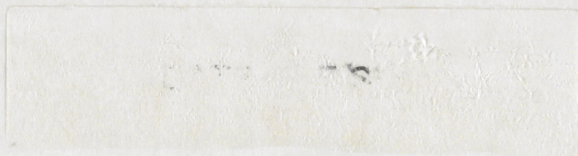
DATE DUE SLIP

BARD

DUE
EDUC JAN 22 1995

RETURN JAN 22 '96





JUN 6 1983

PERIODICALS
EDUCATION LIBRARY

FOR LIBRARY USE ONLY

L 11 A33 v.36 1955/56 C. 2
The A.T.A. magazine.

EDUC PR

PERIODICAL

BARD

A4154